

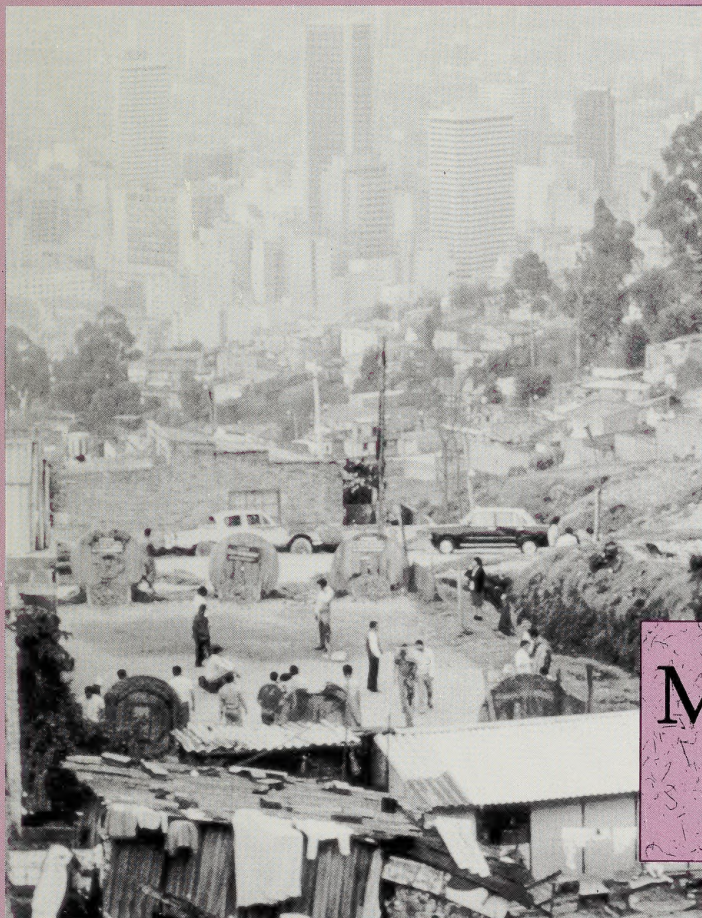
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Journal Studies 23

Global Regionalism



Module
5



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CANADIANA

AUG 26 1992

Social Studies 23

Module 5

GLOBAL REGIONALISM



**Distance
Learning**

Alberta
EDUCATION

CANADIANA

AUG 20 1992

Social Studies 23
Student Module
Module 5
Global Regionalism
Alberta Distance Learning Centre
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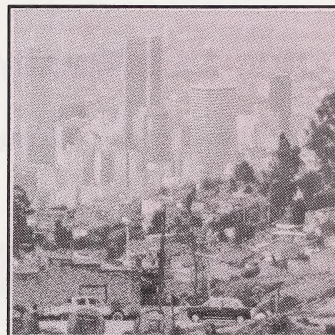
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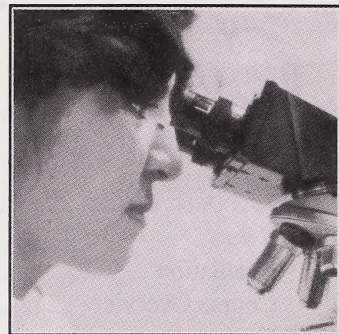
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OVERVIEW

Do most people in the world have the same lifestyle as you do? Do you consider yourself rich or poor? You will find, as you read further, that the differences throughout the world are caused by a variety of factors. You will find that some people have an abundance of resources to meet their needs while others never do meet their basic needs. You will use this information to help you look at possible solutions to these inequalities.

MODULE 5: OUR DIVERSE WORLD



Evaluation

Your mark in this module will be determined by your work in the Assignment Booklet. You must complete all assignments. In this module you are expected to complete two section assignments and one final module assignment.

The assignment breakdown is as follows:

Section 1 Assignment	25%
Section 2 Assignment	20%
Final Module Assignment	<u>55%</u>
TOTAL	100%

Course Overview

Social Studies 23 contains seven modules.



Module 1
Nationalism



Module 5
Global Regionalism



Module 2
Industrialization



Module 6
Interdependence



Module 3
Egalitarianism

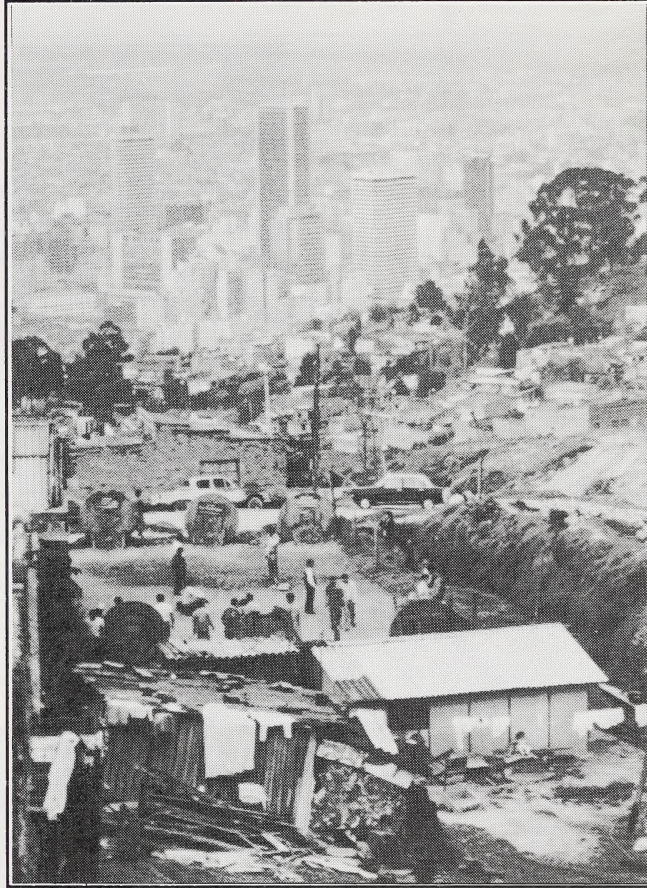


Module 7
Economic Choices



Module 4
Quality of Life

Quality of Life – Why Is It Important?



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You have just completed a study of three vastly different countries. What kinds of differences did you see? Were the people able to meet their basic needs in the same way? You may have been surprised at the disparities that you saw. These three countries, however, do not begin to show you the different levels of prosperity around the world. In order to get a more complete background of international differences you will look more closely at quality of life and factors that affect it.

By using maps, charts, and readings, you will develop a greater understanding of these diversities. As a result, you should be able to identify factors that have contributed to these worldwide differences.

Activity 1: Choices –Their Importance

Look at these photographs and note the moods they convey. Then answer the questions that follow.



CIDA

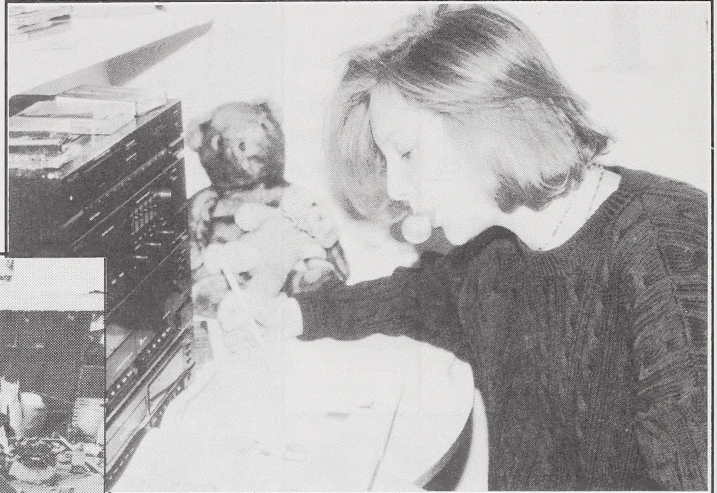


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1. How would you feel if you had to line up daily in order to satisfy some of your basic needs?

2. a. Name three items shown in the picture of western society that are unavailable to people in the other photographs.

b. How would you feel if you were required to live without the named items for a week? For a year?

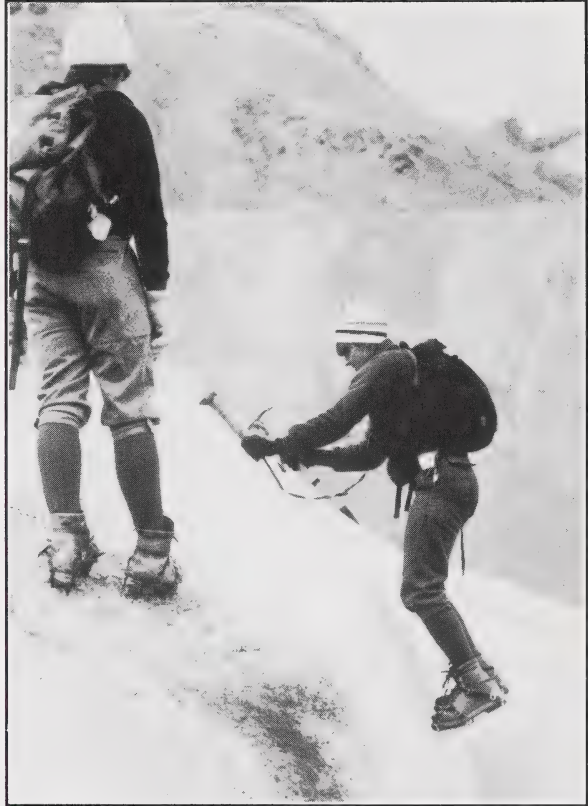
Check your answers by turning to the Appendix, Section 1: Activity 1.

Differences in Quality of Life

There are vast differences in the apparent quality of life shown in the photographs. Although these pictures were taken from around the world, even within your own community there is considerable diversity. There are those who appear to have an abundance of everything they desire and there are those who always seem to be struggling to meet their basic needs. In spite of appearances, however, those who have an abundance of possessions may be dissatisfied, while those who appear to struggle may be content in their condition.

Diversity: differences

We all look at life in different ways and are satisfied differently. No one can decide for you what is important; all that is really important is that you are satisfied with your own choices. One person's idea of enjoyment may be mountain climbing or a heavy workout; for another, lying on the beach listening to a tape may be fulfilling.



What activities do you enjoy?

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Differences Around Us

There are differences all around you – in your community, your province, your nation, and ultimately your world. Your experiences may be limited to your community and your province, but it is important to realize that what you see is just a small part of the big picture. In other words, the diversity evident in every province cannot compare to that which exists between us and less-developed nations.

*Gross National Product (GNP):
the total dollar value of a
country's goods and services*

One way of noting these differences is by looking at the **Gross National Product (GNP)**.



Just what is a GNP?

Per capita: per person

Gross National Product is one of the most important indicators of a country's economic growth. Gross National Product is the total dollar value of all of a country's goods and services. It includes all the items produced within a certain time period. This time period is usually one year. The GNP is often given as a **per capita** figure. That is the total GNP divided by the nation's population. (For example, Canada's GNP for 1989 was \$480 billion; its population was about 26 600 000. Therefore, the per capita GNP was \$18 070.) GNP is useful in measuring a country's progress and in comparing it to that of other countries.

You have seen that Canada's per capita GNP was over \$18 000 in 1989. For the same year Ethiopia's was \$140. Many of you work part-time and earn a lot more than that in a month. While in some situations your family may partly depend on your income, most of you are free to spend your earnings as you like.



Maybe, but I still never seem to have enough.

To help you understand one aspect of diversity, complete the following chart that details your spending habits. The information you gather will be used later in the module.

3. a. Write out how you spent your money during the past week. Fill in the chart and answer the questions that follow it.

Expenses	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total
Food								
Clothing								
Shelter								
Transportation								
Entertainment								
Miscellaneous								

- b. After completing your spending chart, enter your totals in the following chart. Now try to work out how individuals living in Ethiopia and earning \$140 a year would allocate their resources. (Don't assume that items cost the same as they do in Alberta, but recognize that most of the money goes for food and shelter.) Enter these figures in the appropriate column.

Expenses	Your Spending (per week)	Ethiopia (per year)
Food		
Clothing		
Shelter		
Transportation		
Entertainment		
Miscellaneous		

- c. You must constantly make choices. Explain why your choices or priorities aren't the same as those of people in Ethiopia.

4. In making choices, it is also important that you seriously examine the differences between needs and wants. What do you consider to be a need? a want? How does this differ from what your parents or grandparents may feel? In order to clarify your ideas, complete the following short survey. Ask one person from each of these three groups to classify the following items as needs (enter **N**) or wants (enter **W**).

Item	Age of Person		
	Over 65	65 – 20	Under 20
Colour TV			
VCR			
Refrigerator			
Dishwasher			
Automatic washing machine			
Clothes dryer			
Stereo			
Car			

Check your answers by turning to the Appendix, Section 1: Activity 1.



Level of expectation: the degree to which people want something

Have you seen any changes in what people consider to be needs or wants? You likely did. What you probably have seen is an example of change in the **level of expectation** from the eldest group to the youngest. As our standard of living increases, so does the level of expectation. What were even a few years ago considered to be wants are now considered needs or necessities. As you do further study, it would be wise to seriously consider what a necessity really is.

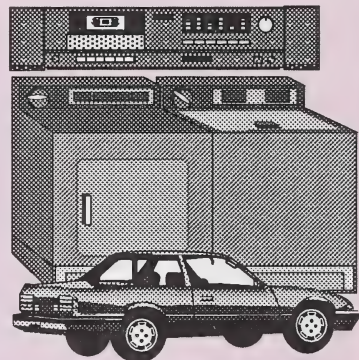
The following chart may help you understand this concept as you look at how even those who are considered to be in poverty feel the need for many of these items.

In 1985, poverty levels of income in Canada were as follows:

\$20 800 or less for an urban family of 4
\$10 230 for a single person (urban)

Of all poor families in Canada,

15% had a VCR
87% had a colour TV
48% had a freezer
24% had a dishwasher
64% had an automatic washing machine
61% had a clothes dryer
98% had a radio
52% had at least one car



STATISTICS CANADA

Many times we become narrow in our thinking, believing that our way is the right way. It is vital to realize that there are more ways of viewing the world than through our eyes. Our way may be best for us, but for someone else in another part of the world it may be unworkable; for example, transportation needs, educational requirements, ideal age for marriage, and family size.

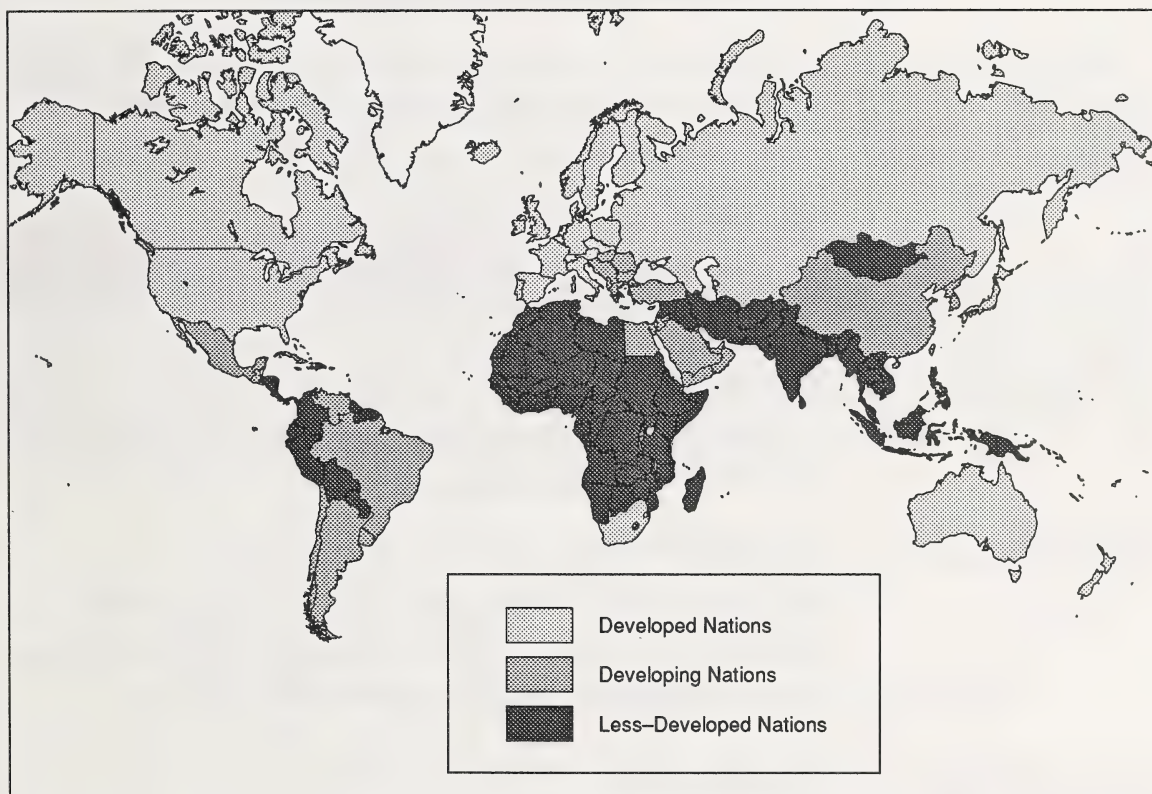
You are probably aware of economic differences that exist throughout our communities. The preceding activities should have given some insight into these differences. However, few of us in Canada are aware of the great disparities that exist throughout the world. You may see pictures of droughts and starving children in Chad and Ethiopia, or of flood waters destroying vast numbers of homes in Bangladesh, but even TV cannot adequately portray these differences.

Activity 2: Feast or Famine – Is There a Need?

One way to help classify the economies of the world is by dividing the world into three groups:

- developed nations
- developing nations
- less-developed nations

Map 1: Developed and Underdeveloped Countries



Examine the preceding map and answer the questions that follow.

1. a. What is the purpose of the map?

- b. What do the darkly-shaded countries represent?

- c. What do the medium-shaded countries represent?

- d. What do the lightest-shaded countries represent?

- e. Which category seems most common (covers the most area)?

Check your answers by turning to the Appendix, Section 1: Activity 2.

Classifications of Nations

You will briefly look at each of the three classifications of countries to determine why nations are classified as they are.

Developed Nations

Developed nations are the highly industrialized countries such as Canada, the United States, and Japan. All of these countries have developed the use of technology to a great degree and as a result, the majority of the population has an adequate to comfortable lifestyle. These nations would be considered economically stable.

Developing Nations

Developing nations are countries such as China, Brazil, and Mexico which, although experiencing some economic growth, still have a considerable way to go before they can be considered developed. These countries often possess the necessary raw materials for development but lack the necessary capital and often the expertise necessary to develop these resources. In addition, these countries are affected more seriously by changes in energy prices or the rate of **inflation**. They would not be considered as economically stable as developed countries.

Developed nations: highly industrialized, wealthy countries

Developing nations: countries well along the path to becoming industrialized

Inflation: the rising of prices



My parents are always worrying about inflation, but I guess it's a much bigger problem in many other parts of the world.

Less-developed nations: the world's poorest, least industrialized countries

Less-developed Nations

Less-developed nations are the remainder of the world's nations and include countries such as Ethiopia, India, and Nicaragua. There is considerable variation within this classification. Some of these countries are experiencing development and are moving toward the middle group. But for many less-developed nations, high energy prices, lack of resources, and lack of capital (to name a few of the problems) tend to make positive change very difficult.

For the most part, these nations are considered unstable – unable to withstand any major difficulty without suffering a serious weakening of their economies. Some of these nations are losing ground compared to the rest of the world. That is, as the prosperity of richer nations increases, poorer countries become progressively poorer and less able to meet even the most basic needs of their populations. Of this third category, Ethiopia is considered to be at the bottom.

Now answer these questions:

2. a. Three groups of nations are the _____ nations, the _____ nations, and the _____ nations.
- b. Explain briefly how countries are placed in a classification.

Use the map presented previously to answer the next questions.

3. Roughly what percentage of the world's area would be classified as developed? Circle the best answer.
 - a. 55%
 - b. 10%
 - c. 20%
 - d. 35%
4. Roughly what percentage of the world's area would be classified as developing? Circle the best answer.
 - a. 25%
 - b. 75%
 - c. 15%
 - d. 10%
5. Roughly what percentage of the world's area would be classified as less-developed? Circle the best answer.
 - a. 10%
 - b. 20%
 - c. 30%
 - d. 55%

Check your answers by turning to the Appendix, Section 1: Activity 2.

Activity 3: The World – An Equal Planet?

You have been introduced to the concept of quality of life in Module 4, and you have completed a short activity designed to have you evaluate your personal choices. You will now examine the three nations previously discussed in Module 4 in a different way. This will help you understand more fully some of the methods used by social scientists to study diversity.

You should recall from your study of Canada, China, and Ethiopia that there are large discrepancies (differences) among these countries. How can you classify these and other countries to give some order to other nations which you may study? The following chart outlines fifteen countries. These countries reveal a wide range of characteristics. Use the figures in the chart and the explanation after it to do the activity that follows.

	1	2	3	4	5	6	7	8	9	10	11	12	13
Country	Area 1000 km ²	Population 1000	GNP per capita \$	Population Density	Life Expectancy	Birthrate per 1000	Death Rate per 1000	Rate of Natural Increase	Literacy Rate %	Urban Population %	Percentage of Labour Force		
											#1	#2	#3
AUSTRALIA	7687	15658	11080	2.00	74.3	15.3	7.3	8.0	99.8	89	6	33	61
BRAZIL	8512	137502	2220	16.10	59.4	33.3	9.1	24.2	76.1	69	30	24	46
CANADA	9976	25405	11400	2.50	73.9	15.5	7.2	8.3	98.7	76	5	29	66
CHINA	9597	1087871	300	113.40	67.3	21.3	7.4	13.9	69.0	21	69	19	12
ETHIOPIA	1222	32716	140	26.80	39.1	49.8	25.2	24.6	4.2	15	80	7	13
INDIA	3280	762507	260	232.40	45.6	33.2	15.1	18.1	34.1	24	71	13	16
ISRAEL	21	4094	5160	197.80	73.9	24.3	6.8	17.5	87.9	90	7	36	57
JAPAN	372	120540	10080	323.80	76.1	13.0	6.1	6.9	98.8	78	12	39	49
MEXICO	1973	79662	2250	40.40	65.4	38.3	6.4	31.9	82.7	68	36	26	38
PARAGUAY	407	3722	1630	9.20	64.2	36.7	7.6	29.1	80.1	40	49	19	32
PHILIPPINES	300	55819	790	186.10	60.8	35.1	8.6	26.5	88.6	38	46	17	37
POLAND	313	37222	2500	119.00	70.2	18.9	9.2	9.7	98.8	58	31	39	30
SOUTH AFRICA	1221	32465	2770	26.60	60.3	37.9	10.3	27.6	50.0	50	30	29	41
SUDAN	2506	21682	380	87.00	46.5	45.8	18.4	27.4	32.0	23	78	10	12
UNITED ARAB EMIRATES	83	1682	24660	20.10	61.6	30.5	7.3	23.2	53.5	79	N/A	N/A	N/A

STATISTICS CANADA

Explanations:

- Column 1 • geographic area measured in thousands of square kilometres
- Column 2 • population measured in thousands
- Column 3 • per capita gross national product
- Column 4 • population density measured in the number of people per square kilometre
- Column 5 • life expectancy measured in years
- Column 6 • birthrate per thousand people
- Column 7 • death rate per thousand people

Primary activities: activities that take resources from the earth

Secondary activities: activities that process raw materials

Tertiary activities: activities that supply services rather than goods

- Column 8 • rate of natural increase measured by subtracting the death rate from the birthrate
- Column 9 • the percentage of the population who can read and write
- Column 10 • the percentage of the population living in cities
- Column 11 • the percentage of the labour force engaged in **primary activities**, that is, activities like farming, mining, and fishing that draw resources directly from the earth
- Column 12 • the percentage of the labour force engaged in **secondary activities**, that is, activities that transform raw materials into useful products
- Column 13 • the percentage of the labour force engaged in **tertiary activities**, that is, activities that provide services rather than goods, e.g., trucking or banking



1. a. Using the preceding information, fill in the chart that follows. In the first column place a 1 beside the country with the largest area, and a 15 beside the one with the smallest. Then rank the rest of the countries according to area. Next, rank each country according to population. Now fill in the rest of the chart following these patterns.

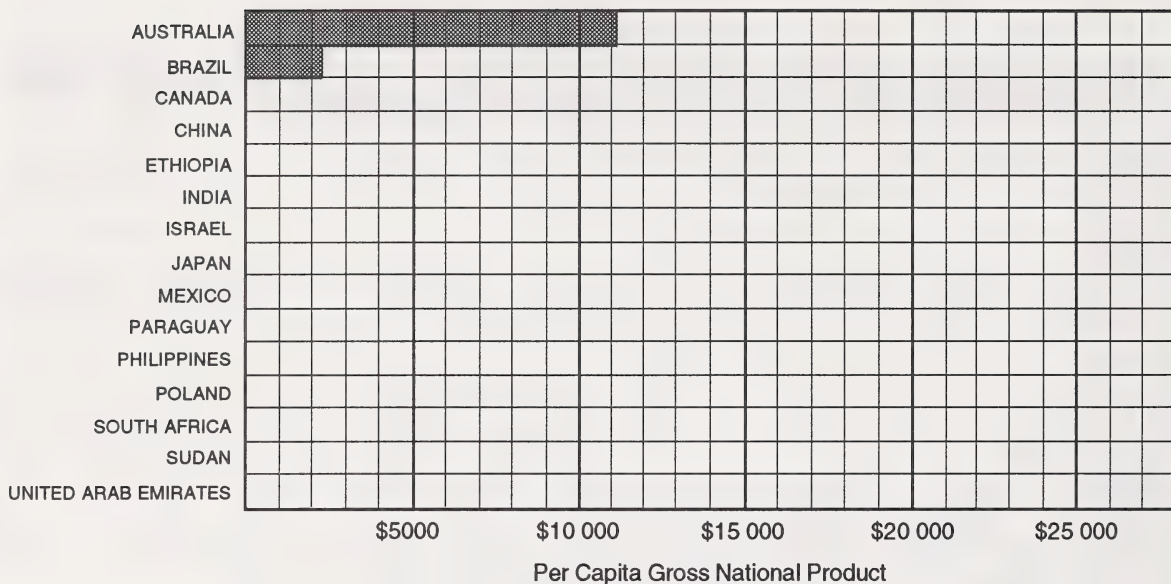
	1	2	3	4	5	6	7	8	9	10	11	12	13
Country	Area 1000 km ²	Population 1000	GNP per capita \$	Population Density	Life Expectancy	Birthrate per 1000	Death Rate per 1000	Rate of Natural Increase	Literacy Rate %	Urban Population %	Percentage of Labour Force		
											#1	#2	#3
AUSTRALIA													
BRAZIL													
CANADA													
CHINA													
ETHIOPIA													
INDIA													
ISRAEL													
JAPAN													
MEXICO													
PARAGUAY													
PHILIPPINES													
POLAND													
SOUTH AFRICA													
SUDAN													
UNITED ARAB EMIRATES													

- b. Now pick out the per capita GNP for Canada, China and Ethiopia.

- Canada _____
- China _____
- Ethiopia _____

2. Graphs often help us visualize things better. In the following space construct a bar graph of the per capita GNP's of all fifteen countries. The graph has been started for you.

Per Capita Gross National Product



3. Another good way to visualize differences is by using a circle graph. The first thing to do in constructing a circle graph is to change percentages to angular degrees. Here is how to calculate angular degrees:

A circle has 360 degrees while percentages total 100. Therefore, one percent will be $\frac{360}{100} = 3.6$ degrees.

As an example, the calculations for the percentage of Australia's population who are engaged in secondary activity are shown here:

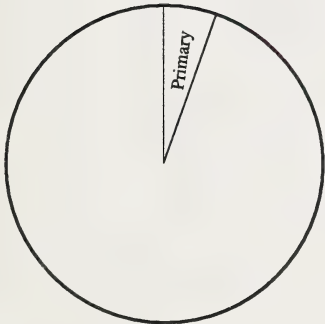
$$\begin{array}{r}
 33 \% \text{ (from chart)} \\
 \times 3.6 \text{ (degrees per each percent)} \\
 \hline
 118.8^\circ \text{ (rounded off to } 119^\circ)
 \end{array}$$

- a. Complete the following chart by calculating the angular degrees representing the number of people engaged in primary, secondary, and tertiary activities in Canada, China, and Ethiopia.

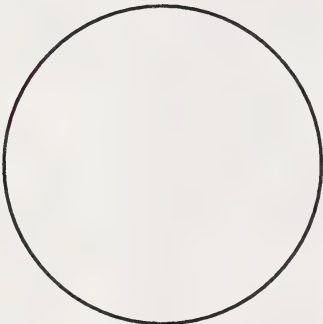
Country	Primary		Secondary		Tertiary	
	Percent	Degrees	Percent	Degrees	Percent	Degrees
Canada	5%	18°	29%		66%	
China	69%		19%		12%	
Ethiopia	80%		7%		13%	

- b. Now construct circle graphs for these three countries showing the proportions of people engaged in these three types of activities.

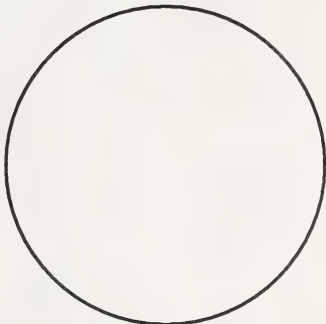
To complete the circle graph, you will need to use a protractor to measure the angular degrees for each type of industry. The starting point for dividing the circle is 0 degrees. Each section is then drawn in a clockwise direction. Before you begin, make certain your calculations add up to 360 degrees. The first sector for Canada has been drawn in at 18°.



CANADA



CHINA



ETHIOPIA

- c. Now look back at your three circle graphs. Based on the information in the graphs, rate the three countries according to levels of modernization (1 is highly developed; 3 is least developed).
- (1) _____
- (2) _____
- (3) _____
4. Finally, classify each of the original fifteen countries according to which type of country each seems to belong to – a developed, developing, or less-developed nation. Base your decisions on your answers to the previous questions. Place a check (✓) in the appropriate column.

Country	Developed	Developing	Less Developed
Australia			
Brazil			
Canada			
China			
Ethiopia			
India			
Israel			
Japan			
Mexico			
Paraguay			
Philippines			
Poland			
South Africa			
Sudan			
United Arab Emirates			

Check your answers by turning to the Appendix, Section 1: Activity 3.

In the preceding activities you examined factors that determine quality of life. These are identified as gross national product, life expectancy, birthrates, death rates, and the percentage of the labour force engaged in primary, secondary, and tertiary activities. All of these factors are statistical in nature and reflect the stark realities of the world in which we live. However, there is more to what makes up quality of life than these numbers.

Earlier in this module, you learned that satisfaction with work, acceptance by family and friends, and the ability to cope with stress, are probably as important, if not more important, than the statistical indicators. As you look further at the factors that influence quality of life, keep in mind these two components that define one's quality of life

- accumulation of material goods
- realization of life goals and expectations



Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

In this section you have been studying the concept of needs versus wants and then applying this information to a study of types of nations in the world. To look at this issue from another perspective, make a list of ten needs that you feel are important to you. These could be possessions (e.g., a walkman), or activities (e.g., eating), or something else.

Write down the probable consequences if you were to be denied each of these needs for an extended period of time. An example has been included to give you the idea.

Needs	Consequences of doing without for one week
popularity	loneliness, lack of confidence, insecurity

Check your answers by turning to the Appendix, Section 1: Extra Help.

You probably found that some of your important needs were not all that important and that doing without may have affected your enjoyment but didn't really hurt you. To say it another way, you could have done without that so-called need. On the other hand, in many countries, going without needs would result in starvation or death from disease. There is a great difference in the way the term is defined.

Enrichment

This activity is designed to further challenge those of you who have understood the concepts of the three groups of countries. Refer to the map in Activity 2 to answer the following questions.

1. What generalizations can be made about the locations of the three classifications of countries?

2. Name three countries that are exceptions to this geographic pattern.

- ---
- ---
- ---

3. What might a possible explanation be for these exceptions?

Check your answers by turning to the Appendix, Section 1: Enrichment.

Conclusion

In this section you studied quality of life and found that there are two aspects which determine quality of life:

- the extent to which your material desires are met
- the achievement of your life goals

You have also classified the world's nations into three broad types, and have examined three nations exhibiting vastly different characteristics.

Finally, you have examined some of the facts used in the classification of nations.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Gathering Information – A World Overview



You have studied about quality of life and have learned one method of organizing or classifying countries according to their level of development. In this section you will learn that there are many other ways of looking at the world. These are based on

- geography
- societal conditions
- economic factors
- political factors

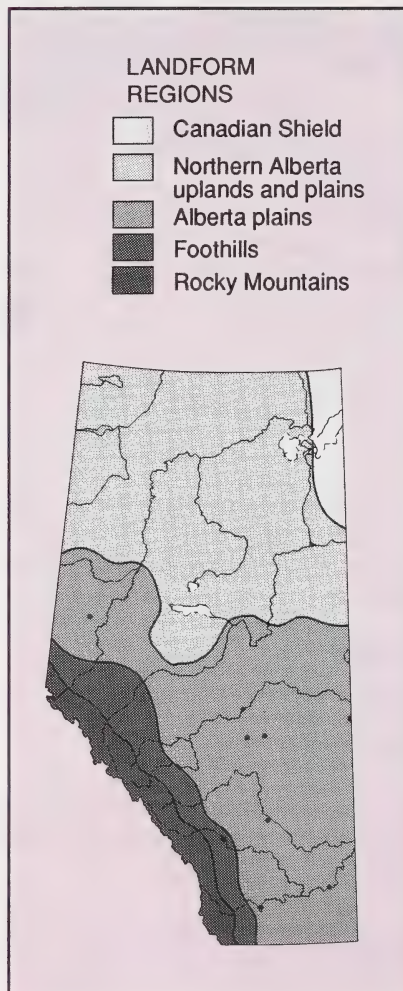
In Section 2 you will learn to explain how the four major factors of geography, societal conditions, economics, and politics help you understand the great diversity that exists throughout the world.

To help you understand how the pieces of the puzzle fit together, you will study maps and charts that build on the information in the map from the previous section.

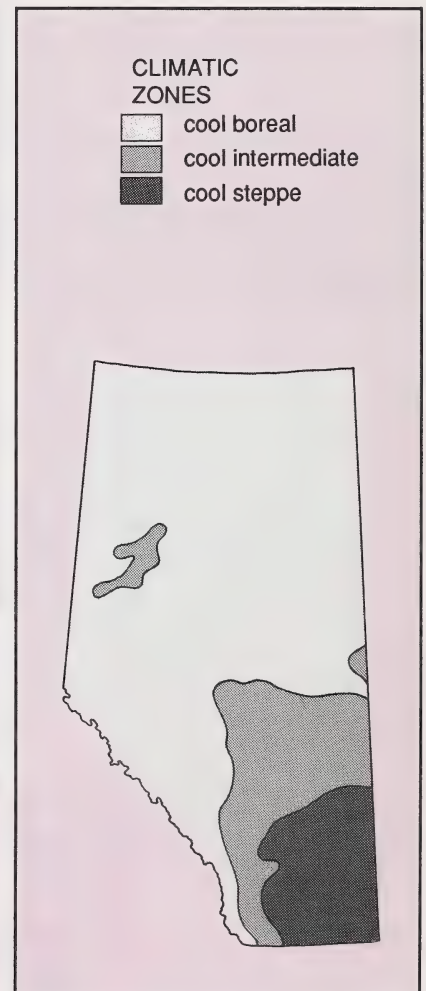
Activity 1: Geographical Factors

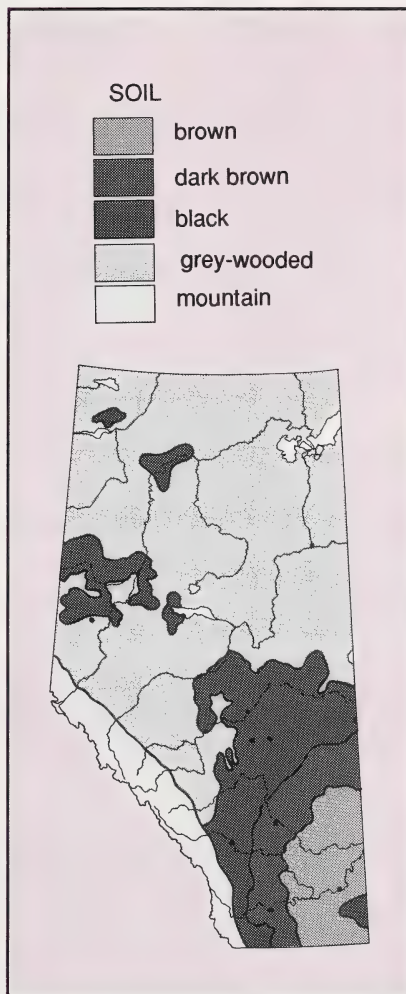
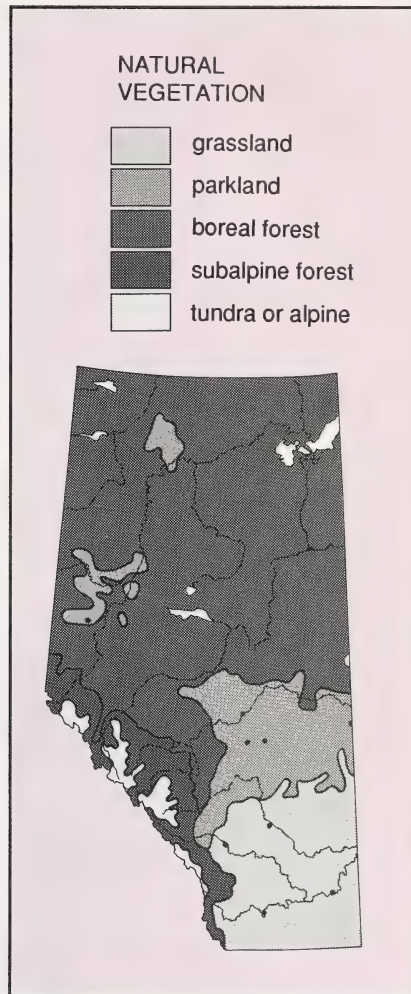
In this activity you will look at a number of factors that come together to affect the type of economic activity which occurs in a region. Although you will study geographical factors on a worldwide scale, you will start by examining the geographical features of Alberta. By starting with maps of Alberta, a familiar area, you may find it easier to apply the concepts worldwide. You will initially look at four maps which show landform regions, climatic regions, soils, and natural vegetation.

Map 2: Landform Regions of Alberta



Map 3: Climatic Zones of Alberta



**Map 4: Soils
of Alberta****Map 5: Natural Vegetation
of Alberta**

Use the preceding maps to answer these questions.

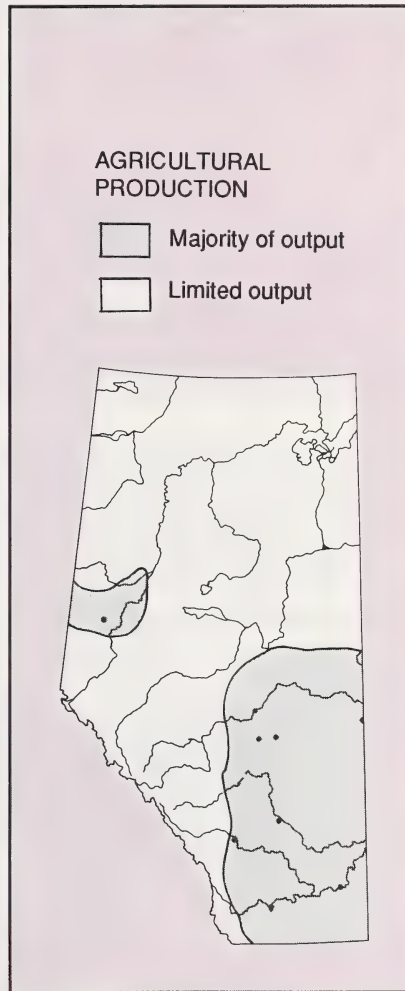
1. a. The number of landform regions in Alberta is _____.
- b. The _____ (landform) covers most of Southern and Central Alberta.
- c. The number of climatic zones in Alberta is _____.
- d. The _____ (climate) and _____ (climate) cover most of Southern and Central Alberta.
- e. Name the three soils that are found in Southern and Central Alberta.
 - _____
 - _____
 - _____
- f. The number of natural vegetation regions in Alberta is _____.
- g. The _____ and _____ vegetation zones cover most of Southern and Central Alberta.

Check your answers by turning to the Appendix, Section 2: Activity 1.



What landform region would this area represent?

Map 6: Areas of Intensive Agricultural Activity in Alberta



2. Now look at **Map 6: Areas of Intensive Agricultural Activity in Alberta**.

This activity can be done in one of two ways. You may trace a rough outline of **Maps 2 to 5** and then place each of these maps in order on top of **Map 6**. If you are unable to trace these maps, simply compare **Maps 2 to 6**. What type of pattern do you see emerging?

Fill in the following chart with information from the maps of Alberta to discover the pattern.

Areas of Intensive Agricultural Activity			
Landform	Climate	Soils	Natural Vegetation
Foothills			
Alberta plains			

Check your answers by turning to the Appendix, Section 2: Activity 1.

In all likelihood you have found that intensive agricultural activity is carried out in areas that are reasonably flat, and with a cool-to-intermediate climate. As well, the best soils are brown and black, and the areas of natural vegetation most suited to intensive agriculture are the parkland and grassland regions.

You also notice that the majority of the large towns and cities are located in the areas of intensive agricultural activity. This occurs for a variety of reasons. One of the initial reasons why cities are located where they are is historical. Southern Canada's river systems run east and west, and the early fur traders followed these routes. It is along these transportation routes that many of the cities and towns of Alberta were established. These areas also have favourable climates, and are able to support large numbers of people. People tend to move to these areas unless there are strong reasons for them to move to different areas, such as for mining.



The city of Edmonton is the industrial hub for a surrounding agricultural area. Are there any other reasons for the city's location?

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This brief look at Alberta should have helped you to understand some patterns between landforms, climate, soils, natural vegetation, and agricultural activity. However, you must be careful not to take the Alberta example and assume that these patterns will follow for all locations in the world. Other factors, such as history, religion, and customs will cause variations throughout the world in spite of common characteristics. Keep these considerations in mind as you begin your look at worldwide diversity.

World Geography – An Overview

Throughout the remainder of this section, reference is made to a number of maps showing different features of our world. **To make comparisons easier, these maps are located at the end of the Appendix.**

The maps are clearly numbered for easy reference. Please turn to the appropriate maps as you work through the rest of Section 2.

Topographical map: a map that shows the features of a place or region; this type of map shows mountains, valleys, and so on

To begin a study of world geography look at a **topographical map**, which shows physical features. **World Map 1** (in the Appendix) shows the physical features of the world. Various shadings indicate the different topographical or physical regions from the highest mountain, down to the plains.

3. Look at **World Map 1**, which is a topographical map.

a. How are the lowlands represented on the map?

b. How are the highlands represented?

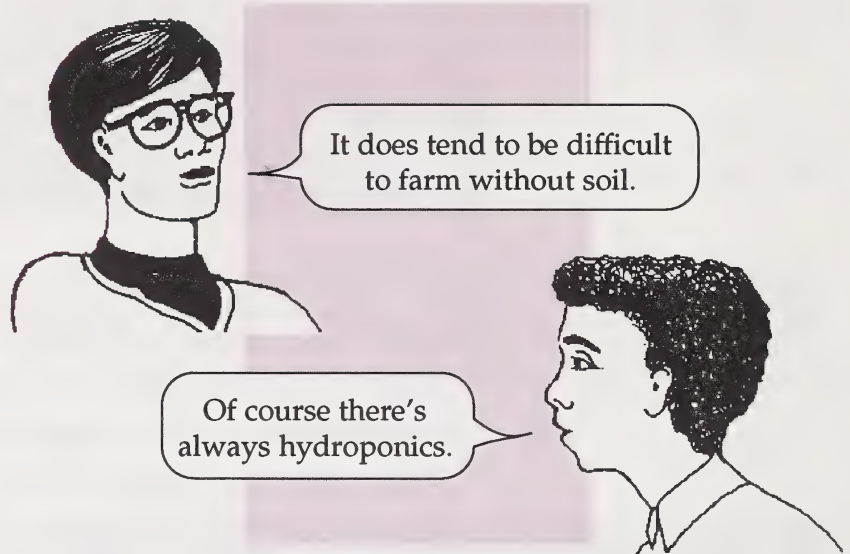
Check your answers by turning to the Appendix, Section 2: Activity 1.

Arable: land that can be cultivated and can grow crops

A study of elevation can help you understand how land is used. Mountainous areas (above 1500 metres) are, for the most part, unsuitable for agricultural purposes. As a result, the amount of land that is considered **arable** is greatly restricted. The most efficient areas for agriculture are the plains.

Climatic Regions

Now look at **World Map 2** (in the Appendix) which displays the major climatic regions of the world. You see that the world is divided into five climatic regions which vary all the way from polar to desert. The classifications in this map are based on such considerations as temperature, precipitation, and elevation. These three climatic factors are those that affect agriculture the most. Soil, which is not a climatic factor, is also very important.



A brief explanation of the map is necessary in order for you to answer the following questions. Most of these terms you'll remember from Module 4, but review won't hurt.

Polar: areas at the most northern and southern extremes of the globe

Middle latitudes: areas midway between the polar regions and the tropical regions

Subtropical: areas of warm climate just north and south of the equator

Tropical: areas with low latitudes around the equator; these regions are very hot

Desert and semidesert: areas of low precipitation scattered around the earth

High altitude: areas high above sea level; these regions are unable to support extensive vegetation

Disparity: the condition of being unequal or different

4. Where are the polar regions found?

5. The middle latitudes are the areas in which the greatest amount of foodstuffs are grown. Assuming that Australia and New Zealand are considered part of the North, what can be said about the north/south **disparity** in food production?

6. Approximately what percentage of the earth's land is included in the middle latitude region? Circle the correct answer.

a. 75%

c. 20%

b. 50%

d. 5%

Check your answers by turning to the Appendix, Section 2: Activity 1.

Soils

You have now examined maps showing physical features and climatic regions. You will now look at **World Map 3** at the end of the Appendix, which shows the major soil regions of the world. Why is a study of soils important?

Soil is the basis of vegetation; and without soil, vegetation cannot exist. Both quality, or **nutrient** value, and depth are important in a study of soil. Certain soils, such as those found in tundra and mountainous areas, are very shallow, and therefore unable to support much vegetation. Tropical soils, on the other hand, are deep; but many of the nutrients are washed out by the constant rains, leaving little to support intensive commercial agriculture. The soils that are the most valuable for agriculture are the brown forest, grassland (the brown, dark brown, and black soils of Alberta), and woodland types.

Nutrient: a part of the soil essential for plants to grow

7. Name three countries that have forest soils.

- _____
- _____
- _____

8. Name three countries that have grassland soils.

- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 1.

Agricultural Activity

*Scrub or subsistence vegetation:
poor, sparse vegetation*

By now you should begin to see a pattern emerge – that climate and soil have a direct impact upon the vegetation of a region. While some vegetation (basically of a **scrub** or **subsistence** type) can survive in almost any climate, good soil and a favourable climate are required for larger forms of vegetation to survive consistently. As you learned previously, certain types of soils are of better quality than others, particularly brown forest and grassland soils. In addition, a harsh climate tends to limit the growth of vegetation.

Recall the data that you observed in your study of Alberta. Now examine **World Map 4**, which shows various types of agricultural activity. For the sake of simplicity the world has been divided into three classifications of agricultural activity. These three groups are

- commercial
- subsistence
- no significant agricultural activity



These first two classifications are defined as follows:

- **commercial agriculture:** farming carried out on a large scale with the main purpose being to produce as much as possible and therefore generate profits



CIDA Commercial agriculture is highly industrialized.

- **subsistence agriculture:** farming carried out to meet the basic needs of the farmer and his or her family



CIDA Subsistence agriculture is labour-intensive.

I know which sort we have here in Alberta, but what about the rest of the world?



You will notice that the areas where commercial agriculture is carried on are few compared to the total world picture. There are pockets of such areas throughout the world, but there are many other areas where much of the agricultural activity is subsistence. What does this tell you about the ability of these regions to grow enough food to feed their people? How does this relate to quality of life? Does the lack of adequate food affect quality of life?

Remember that in areas where subsistence agriculture is carried on, the farmers produce only enough for their own use. As a result, those who live in urban centres within these countries must be fed by imported food. Often such food is unavailable because of the lack of financial resources or poor transportation facilities.

9. Areas of commercial agriculture usually have which of the following characteristics? Circle the best answer.
 - a. temperate climate, mid-elevation, and grassland or forest vegetation
 - b. desert climate, mid-elevation, and grassland or forest vegetation
 - c. polar climate, mid-elevation, and tropical vegetation
 - d. temperate climate, mid-elevation, and coniferous vegetation
10. According to the various maps that you have studied, which continent has the greatest potential for agricultural activity?

Check your answers by turning to the Appendix, Section 2: Activity 1.

You have examined a number of maps that gave you a brief picture of how geography affects the type of agricultural activity of a given area. Why is such information important? What possible significance does the type of agricultural activity have upon a person's quality of life? The next activity, which deals with societal conditions affecting one's quality of life, will assist you in answering these questions.





Activity 2: Societal Factors

What are societal factors? Societal factors have to do with people living together in society. Societal factors are usually associated with standard of living and culture. Some examples are food consumption, rate of literacy, standard of health care, and political freedom (that is, the freedom to hold personal opinions and views).

Population Distribution

The societal factor that most significantly affects quality of life is population distribution. As you can see in **World Map 5: Population Distribution** (in the Appendix) the majority of the world is sparsely populated; that is, its population density is less than twenty-five persons per square kilometre. Is population density the only factor that will affect an individual's quality of life? Think about this question as you complete the following.

1. a. Here are four boxes labelled A, B, C, and D. Each box represents a country or colony that will be identified later. Under each box is a number that represents the number of people per square kilometre. Place the appropriate number of dots in each of the boxes. (Assume that each box is one square kilometre.)

A	B	C	D
			
3	27	230	5000

Did you bother to fill in all the dots for the box with the 5000 people per square kilometre? As you looked at the different population densities of these various countries, what did you think?

- b. Would you like to live in a place with 5000 people in a single square kilometre? Explain your reasons.

- c. The names of the colony and three countries for which the population densities were given are Hong Kong (the colony), Ethiopia, Canada, and the United Kingdom. The order of the areas is incorrect. See if you can label the areas correctly.

- Area A _____
- Area B _____
- Area C _____
- Area D _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

Were you surprised by the answer to the previous question? This activity should have helped to show you that population density, although important, is not the only factor that affects quality of life. An example is the Netherlands, which has been able to support large numbers of people at a relatively high quality of life. This has been achieved by the application of **capital** and modern technology. So, as you can see, there are other factors to consider.

Population Growth

Now look at **World Map 6: Population Growth**. This map shows the rate of population growth throughout the world. **Growth rate** can be defined as the difference between the birthrate and the death rate. An example follows.

Capital: money and machinery used to produce goods

Growth rate: the difference between the birthrate and the death rate

If a country had a growth rate of 3 percent and started with a population of 100, by the end of year one the population would be 103. As you can see from **Map 6**, the majority of the world has a growth rate exceeding 1 percent.

Keep in mind that with a population of five billion in 1987 and an average world growth rate of 1.7 percent, the population of the world will be ten billion in the year 2030 and twenty billion by 2070. For those areas with a growth rate exceeding 2 percent, the increases are all that much more dramatic. This principle is referred to as the doubling effect or the number of years required for a country's population to double.



2. Although the population in Canada is not increasing at a rapid rate can you think of some effects that the world population growth will have on Canada?

Check your answers by turning to the Appendix, Section 2: Activity 2.

It is interesting to see that China, with the world's largest population, has a birthrate of about half of India's. If this trend were to continue, by the year 2020, India's population would exceed that of China. Why is this happening? One reason is China's governmental policy of one child per family.

Earlier in this section you looked at the geographical factors that affect the quality of life. You will now be able to apply some of the information that you learned to the following readings.

Here are two stories seen through the eyes of individuals native to Canada's North and Central regions. Read the stories carefully, thinking about what affects quality of life. Then answer the questions that follow.

Story 1

Ring! Ring! The alarm clock sounds as it wakes me up at 5:00 a. m. on a cold winter morning. This is an important day, as I must start a three-to-four day trip to check my trap line. My trap line extends for almost a hundred kilometres south. Oh yes, my name is Peter Itinuk. I am Inuit, and live in Coppermine in the Northwest Territories. I make my living by maintaining a trap line south of Coppermine and by hunting for seal in the Arctic Ocean, a few kilometres north. Many of my friends are trappers, too. Others came to this community to mine copper. Nothing else really goes on here.

Well, back to the trip. The weather will be cold – more than -30° . Fortunately, the wind that has blown for the past week has died down. Before I leave, I must recheck my snowmobile and my supplies. To run out of supplies or fuel in the middle of winter could be disastrous, especially as I am travelling alone. I quickly finish my breakfast and start to dress. The key to keeping warm in the winter is to wear many layers. I start with long underwear and add heavy pants and vest, a heavy shirt, and a sweater. For the outer layer, I put on waterproof snowpants, a heavy parka, and seal-skin boots and mitts.

Now I'll go outside to make a final check before leaving. Although the temperature is cold, I am prepared for it. The snowmobile is ready to go and all the supplies are packed. Soon after six I'm on my way. The route will follow the Coppermine River until I am out of the tundra and into the forest region that borders it.

In the forest area are found a great variety of animals, some as large as the musk-ox and some as small as mice. The particular wildlife that I am interested in are arctic hare, fox, and wolf. The pelts of these animals are valuable in other parts of Canada and the world. I travel along the trap line taking whatever animals have been caught. At about 4:00 p. m., I stop and set up camp. I make a lean-to out of trees and branches, build a fire, cook supper, and settle down for the night. The next morning, I arise at 5:00 a. m. and continue my journey. The weather and travel conditions are good, and at the end of the third day I return to Coppermine with my load of furs.

Many of my friends have left Coppermine to go south to better-paying jobs, but I like it here. I like the quietness and beauty that are the North.



Story 2

The sound of the local radio station jars me out of my sleep. My name is George Stuart, and I live in southern Ontario. I quickly get up and go to the kitchen to put the coffee on. After cleaning up, I throw on a pair of jeans and a light shirt and start to eat breakfast. While eating, I listen to the weather report and the forecast for the next three days. Such information is vital as I engage in my daily activities. I run a market-garden operation just east of Toronto. The weather has been rainy for several days, and I need to get onto the land to prepare for the spring planting. The report is not encouraging, so I decide to visit Sam, my closest neighbour, to see if he has a piece of equipment that I need. It's only a kilometre away, but because the equipment is heavy, I decide to drive. Sam is home but does not have what I need, so I decide to drive to Aurora a few kilometres north. As I take the few minutes to drive to town, I pass dozens of farms similar to mine all waiting to be planted.

The area around Aurora is occupied mainly by large market-garden operations like mine that take up less than fifty hectares. The only other types of farms are dairy farms. The vegetables and milk that the area produces are shipped the few kilometres to the large urban centre of Toronto. The area has the largest population of any region of Canada, with close to four million people living within 100 kilometres of the city.

I get the part I need and return to my farm. Fortunately, the predicted rain did not come, so after installing the part on my tractor, I head out to the field.

I am the third generation of Stuarts to live on this farm. Even in my generation there have been a lot of changes. Many of the older farmers have moved away and their farms have become new housing developments. In spite of these changes, I don't want to leave. I love this area and hope one of my children will carry on the farm after I retire.



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3. a. If you had a choice of living in one of these areas, which would you choose? Explain why you would make this choice. Think in terms of your quality of life.

- b. Write a few lines about the quality of life for each person you read about. Be sure to look at the positive and negative points of each situation.

• Story 1

• Story 2

After reading these stories and answering the questions, you should understand more clearly how quality of life is related to population density as well as other things such as climate and landforms. There are several other factors that have a direct impact upon quality of life. However, most of you take these for granted. For most people living within Alberta, the thought of lack of food, inadequate health care, or **illiteracy** are unknown. To be without food, health care, or education, which Albertans consider rights would cause most citizens to feel cheated. Unfortunately, much of the world must do without one or all of these items on a regular basis. You will look at several maps and charts that point out the vast differences in health care, literacy, and quality and quantity of diet throughout the globe.

*Illiteracy: a condition of being
unable to read or write*



Maps! Charts!
Let's get going!

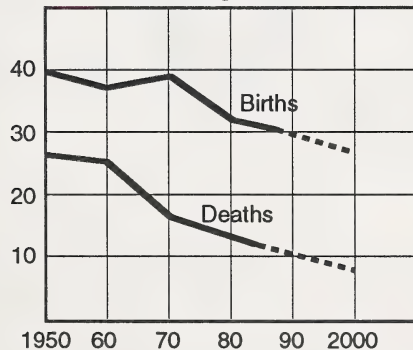
Health

What is health? Simply put, good health means one's body is operating in top form, free from disease or abnormality. What are some of the components that you must look at to determine the health of the citizens of a given nation? There appear to be four major considerations:

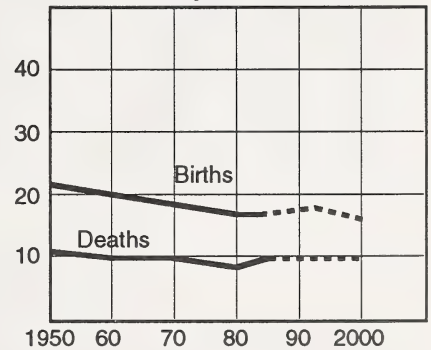
- birthrates and death rates
- infant mortality rates
- freedom from disease
- life expectancy

Food or nutrition is also important, but you will examine this later on.

Developing Countries



Developed Countries



Birthrates and death rates are shown per thousand.

Birthrates and Death Rates

The preceding chart shows the differences in the birthrates and death rates between developed and developing countries. These figures are important because as the death rate falls, people need to have fewer children to take care of them in their old age. Therefore, after a lapse of a few years, the birthrate begins to drop. Unfortunately, for countries having difficulty supporting a growing population, a drop in the death rate can be a mixed blessing.

4. Fill in the following chart showing birthrates and death rates for developed and developing countries. The first year is done for you.

	1950	1960	1970	1980	1990	Projected 2000
Developing Country						
• Birthrate	40					
• Death Rate	26					
Developed Country						
• Birthrate	22					
• Death Rate	11					

5. a. In 1980 what was the difference between the birthrates and death rates for developing countries?

- b. In 1980 what was the difference between the birthrates and death rates for developed countries?

6. When comparing the two charts, what strikes you as the most significant difference between developed and developing countries?

Check your answers by turning to the Appendix, Section 2: Activity 2.

Infant mortality: death of a baby before the age of one

Child mortality: death of a child before the age of five

Third World: the less-developed nations of the world

Death Rate of Children

As you can see, when quality of life is viewed in terms of birthrates and death rates, the quality of life has improved for much of the world. Another factor affecting quality of life is how many children are dying. **Infant mortality** and **child mortality** are measures of rates of dying of babies and young children. Over the last fifty years the number of children who die before reaching the age of five has decreased dramatically for most of the world. There are still nations whose infant mortality rate is high. This is considered a clear indicator of poor quality of life because infant mortality points directly to poor nutrition and health care.

Disease

Another crucial aspect of health is disease. Disease can be classified into three general types.

- The first are those diseases associated with poor sanitation. Some examples are cholera, typhoid, and polio. These diseases are a problem in much of the **Third World**. Much of this part of the world has poor sanitation facilities as well as contaminated drinking water. Lack of education in sanitation practices, as well as a lack of capital, make changes difficult.



I suppose if people don't understand the connection between disease and poor sanitation, they aren't likely to improve their living conditions.

- The second group of diseases comes from ingesting bacteria in dirty and dusty conditions. Examples of these are pneumonia, bronchitis, measles, and chicken pox. These diseases become much more common as pollution continues to worsen. These diseases are not restricted to Third World nations. However, although many of these sicknesses are very common in the developed world, the consequences are seldom as serious.

Bilharzia: a serious tropical disease that causes those affected to have little energy

- The third main group are the diseases that are spread by carriers such as mosquitoes, flies, and snails. Examples of this type are **bilharzia** and river blindness. This type of disease, although it affects millions of people, is restricted to certain geographical regions.



CIDA An unsafe drinking water supply is the culprit in the disease bilharzia.

How does disease affect quality of life? Most of you have been ill, but the effects may not have been serious. Why not? Usually nearby doctors and proper medication ensure that you have a speedy and safe recovery. Should you become more seriously ill, there are adequate hospital facilities.

In much of the Third World, people cannot always count on this. As a result, even measles can have serious long-term effects on young children who are unable to receive proper medical attention. The effects of this illness could be with those children for the rest of their lives. This lack of freedom from disease lowers quality of life.

7. Briefly explain why the effects of disease in Third World countries are usually more serious than in developing countries.

8. Name the three types of diseases and give two examples of each.

a. Type: _____

Examples: • _____
• _____

b. Type: _____

Examples: • _____
• _____

c. Type: _____

Examples: • _____
• _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

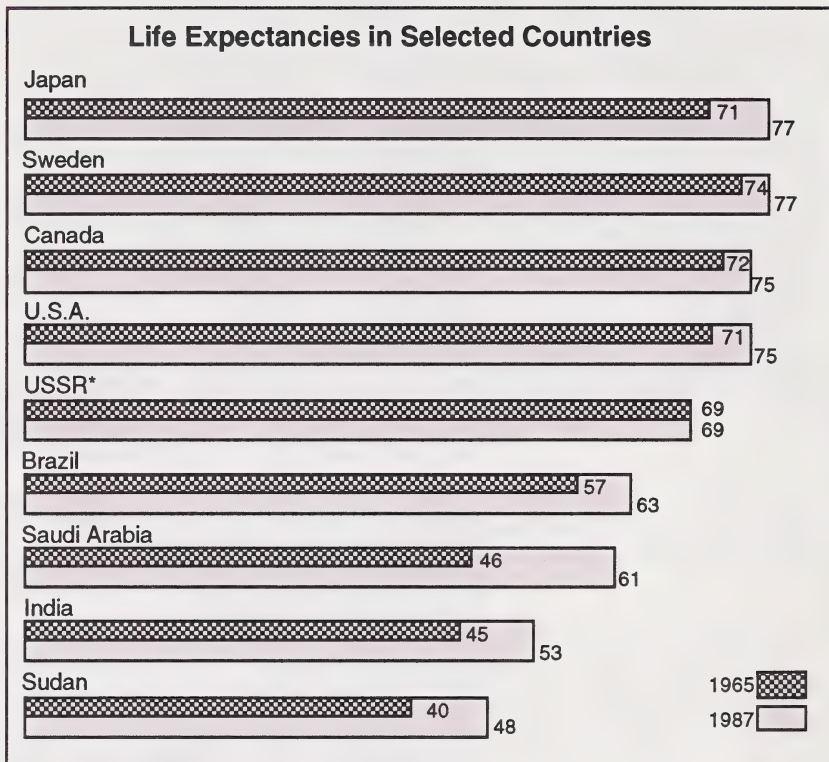


CIDA

What are the results of improved health care in less-developed countries?

Life Expectancy

Life expectancy is how long the average person in any given country will live. Obviously, such factors as nutrition and freedom from disease affect how many years a person will live. Study the chart that follows and answer the questions based on it.



Source: World Bank Development Report 1986 and United Nations statistics
(* now the Commonwealth of Independent States)

9. a. Which of the nations on the chart has the highest life expectancy?

b. Which country had the greatest change in life expectancy from 1965 to 1987?

c. Referring to the three types of countries studied earlier in this module, give an example from the chart of each type.

- developed nation: _____
- developing nation: _____
- less-developed nation: _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

You will have noticed that in spite of significant increases in the life expectancy in some countries, the gap between Japan on the top and Sudan on the bottom is extremely large. To put a country like the Sudan into the proper perspective, you must realize that it is not that the adults die young, it is more that a large number of children die before reaching the age of five – in other words, the infant mortality rate is high.

Life expectancy reveals very significant differences in quality of life between countries.

Food

Another vital aspect affecting quality of life is food. Food can be studied in three ways:

- the amount of food consumed
- the type of food consumed
- the quality of food consumed



My main type of food is junk. The quality is fatty. The quantity is lots.

In the previous module you were given a typical diet of both an African Bushman and a North American. Following is a broader breakdown of diet by continent.

Diets by Continent

Food Source	North America, Europe, and Oceania			Africa			Asia			Latin America		
	A	B	C	A	B	C	A	B	C	A	B	C
Cereals	4 465	29.9	33%	4 939	33.3	56%	5 796	31.7	59%	4 200	24.8	38%
Starchy roots	764	4.4	5%	1 852	5.2	8%	571	1.7	3%	1 205	3.2	5%
Sugar	1 772	–	0%	479	–	0%	479	0.2	0%	1 789	0.1	0%
Pulses, nuts, fruit, and vegetables	920	7.6	8%	958	10.4	16%	777	10.6	20%	1 142	12.6	19%
Meat, fish, eggs, and milk	3 398	49.3	54%	664	12.1	20%	643	9.7	18%	1 663	24.5	38%
Oils and fats	1 987	0.3	0%	609	–	0%	378	–	0%	832	–	0%
Total supply	13 306			9 501			8 644			10 831		
Total daily needs	10 880			9 870			9 660			9 996		

UNFAO

(Note: kilojoule is the term used to measure the amount of energy found in given foods)

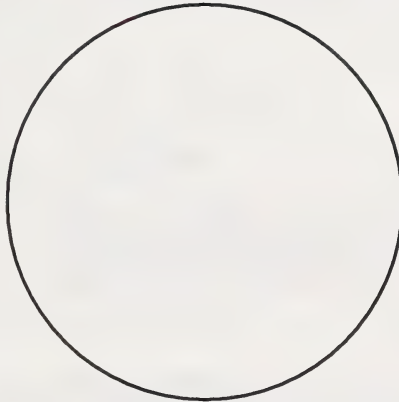
Key:

- A total energy in kilojoules
- B grams of fibre
- C portion of total protein supply in percent

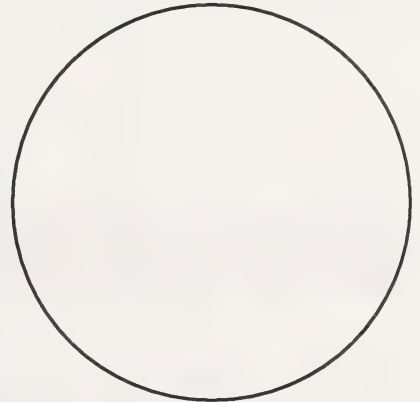
Examine the preceding table. In this chart you need to be concerned only with the amount of energy needed for daily needs. It is important to realize that although the human body needs a certain amount of protein, this can be obtained in several ways. Protein can be obtained by eating meat, or vegetables such as beans and rice.

10. Here are four circles labelled North America, Africa, Asia, and Latin America. Using the percentages provided in the table, make a circle graph for each region showing the portion each food group contributes to the total protein supply. Note that sugar and oil and fats have a 0 percent for protein supply, so they will not appear on your graphs.

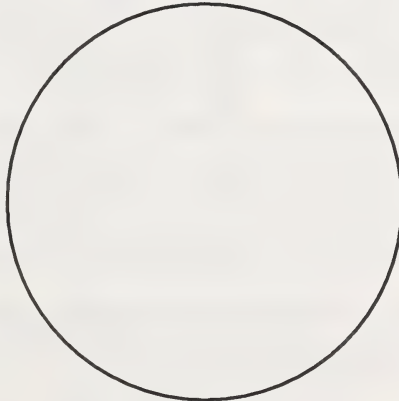
North America



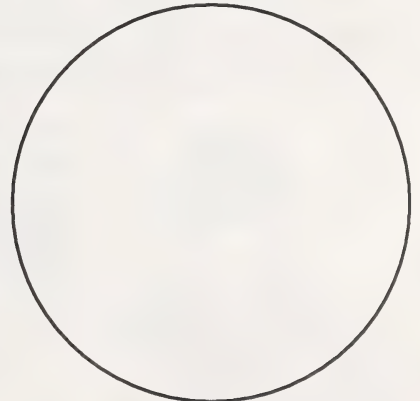
Africa



Asia

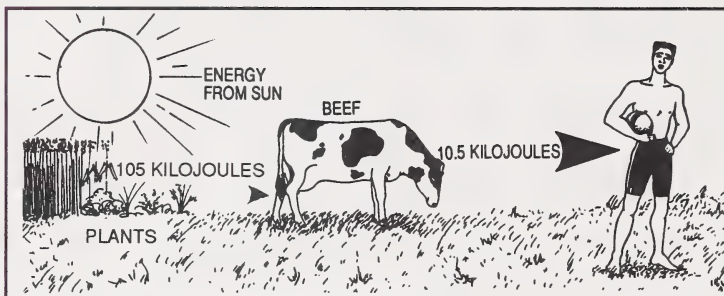
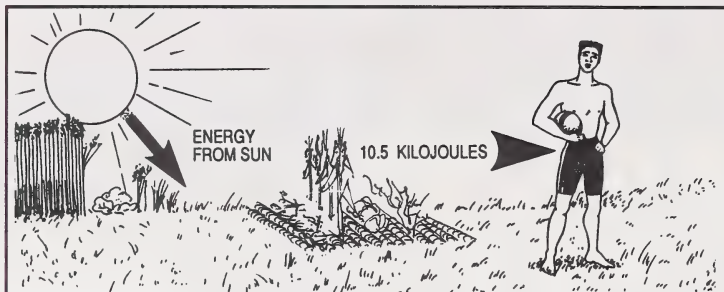


Latin America



Check your answers by turning to the Appendix, Section 2: Activity 2.

You may wonder why all this is important. Look at the following diagram, which shows plants and animals as converters of energy.



You will notice that it takes 105 kilojoules of energy from vegetable sources to produce enough beef to provide only 10.5 kilojoules of human food energy. Thus, cereals and vegetables are ten times more efficient than animals at providing food energy for people. Developing countries cannot afford the luxury of much animal protein. When this factor is considered, differences between the developed countries and the rest of the world becomes all the more dramatic.

Look at **World Maps 7 and 8** at the end of the Appendix, which show average daily protein intake and per capita calorie consumption. Although the maps show different aspects concerning food and nutrition, there are some significant similarities. When looking at the northern portions of both maps, you may see that these areas have a high consumption of both calories and protein.

11. a. When you compare the two maps, what general conclusions can you make about the parts of the world where the consumption of calories and protein is high?

- b. Look at the following three countries on the maps. What general pattern can you see emerging? Answer by filling in the chart.

	Calorie Consumption	Protein Intake
Canada		
China		
Ethiopia		

12. Approximately what percentage of the world area has inadequate protein intake and less-than-adequate calorie consumption? Circle the best answer.
- a. 75%
 - b. 50%
 - c. 20%
 - d. 5%

Check your answers by turning to the Appendix, Section 2: Activity 2.



As the maps show, there are many nations that have insufficient amounts or quality of food to sustain good health. The results of poor nutrition are death or long-term difficulties. Lack of energy results in inability to work consistently. Poor nutrition also lowers one's resistance to disease. However, it is in children that the results are the worst. Physical disabilities and permanent brain damage are commonplace.

As a result, the consequences of poor

nutrition often extend long after the time during which the diet was deficient (lacking something). Women and young children suffer the most. They often give up their daily food for the sake of older children and men.





UNICEF

Why would women sacrifice their food needs?

The problem often lies not with producing enough food, but with getting it to where the people need it. The world produces enough food to feed its people; but the problem is simply getting it to all who need it.

13. Why are effects of a food deficiency more serious in children? Give two reasons.

- _____

- _____

14. Why do women and small children sometimes give up their food for the sake of the men in the family?

Check your answers by turning to the Appendix, Section 2: Activity 2.

Another consideration that must be examined when looking at societal factors in relationship to quality of life is literacy.

Literacy

As defined in the previous module, literacy simply means the ability to read and write. Although this ability may not have been important fifty or even twenty-five years ago, it is today. In our modern technological world, the inability to read and write virtually condemns one to a life of menial labour and poverty. The problem is often worse for women. In places where educational opportunities are limited, men usually get the first choice. Look at **World Map 9** (in the Appendix) which portrays world literacy, and answer these questions.

15. About what percentage of the world's area has a literacy rate of over 80 percent? Circle the best answer.
- a. 50%
 - b. 75%
 - c. 25%
 - d. 10%
16. Which continent appears to have the lowest literacy rate?
- _____

Check your answers by turning to the Appendix, Section 2: Activity 2.

Economic: relating to the production, distribution, and consumption of goods and services

Activity 3: Economic Factors

When you think of economic factors, what things do you think of? Income? Bank accounts? Spending money? These are all aspects of that issue. Simply put, economics is the study of the providing for our needs and wants. For most of us, this means making money first. It is virtually impossible to live in our society without money.

To begin your study of economic factors, look briefly at the classifications of countries. Recall that the world has been divided into three basic groups:

- developed countries
- countries undergoing development
- less-developed countries

Gross National Product

You have looked at GNP (gross national product) as well as per capita gross national product and how these figures give some indication of a nation's economic strength. **World Map 10** (in the Appendix) provides you with two valuable pieces of information. First, it divides the world into two, not three, groups. These are the North, the so-called *have* nations; and the South, the so-called *have-not* nations. Second, the map shows the average GNP of the two halves.

Use **Map 10** to answer these questions.

1. a. List four countries that are considered part of the North.

- _____
- _____
- _____
- _____

- b. List three countries that are considered part of the South.

- _____
- _____
- _____

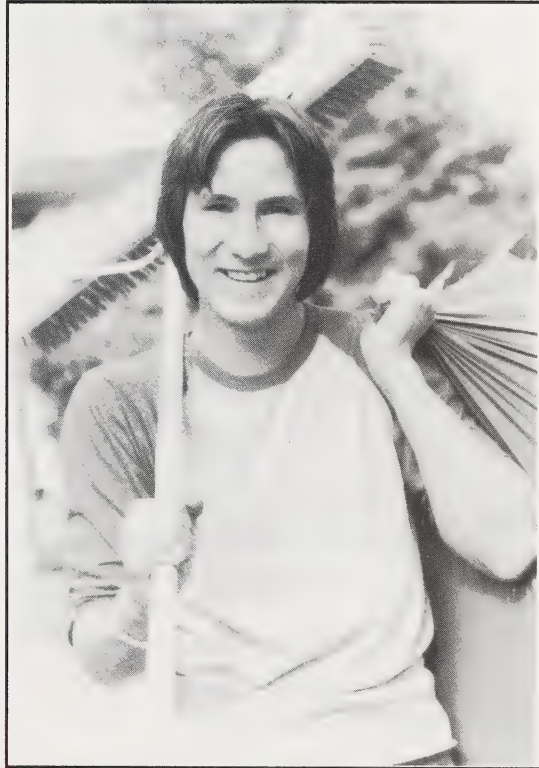
- c. Approximately how many times greater is the average per capita GNP in the North than in the South?

Check your answers by turning to the Appendix, Section 2: Activity 3.



One must be careful, however, when using GNP figures. Country A may have a per capita GNP of \$10 000 while Country B has a per capita GNP of \$1000. Does that mean that citizens in the first country are ten times better off than those in the second country? What do you think?

The following example may help to clarify the issue for you. If, for example, you make \$10 a week doing odd jobs and chose not to declare this amount as income, you would have made \$520 in the year. This figure would not be used to calculate Canada's GNP.



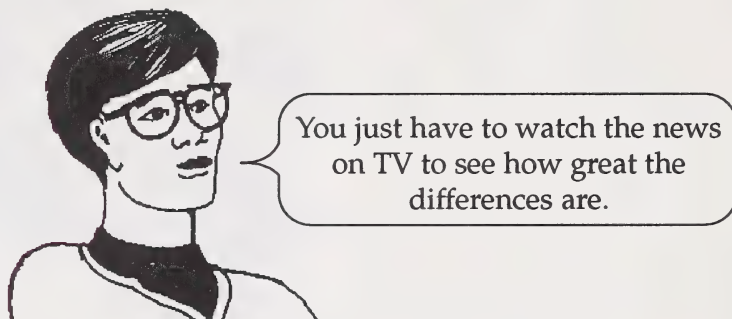
Do you get paid for any odd jobs that you do not declare as income?

WESTFILE INC.

Another example is as follows: the value of the produce consumed by a farming family is not considered part of Canada's GNP, but it certainly raises that family's quality of life.

A similar situation occurs in nations such as China where many people live on subsistence farms. They may provide enough to meet their basic necessities with none left over, but the actual dollar value of what they consume is not calculated into China's GNP. Why then do we use GNP? It is simply a figure that gives us a rough idea of where countries stand in relation to each other.

When you look at the differences in GNP, what big picture does it show? The most obvious conclusion is that the North consumes a far greater proportion of the world's resources than does the South. On **Map 10** the total picture is not shown. For example, several northern countries have GNP's higher than \$11 000, while many southern countries have GNP's significantly lower than \$3000. This means that the differences between the very rich and the very poor nations are even greater than they seem.



To put this issue another way, the rich nations have 30 percent of the world's population, but they consume 50 percent of its resources and own 70 percent of its wealth. When presented with such figures, you can easily see how serious the imbalance is.

Resources

No study of resources can be undertaken without looking at the resources available to a country. What is a **resource**? A resource is anything that can be used to satisfy human wants. Simply put, resources can be divided into three categories:

- land – includes arable land or soil, and resources such as iron ore, copper, and water
- labour – the citizens of a country and their health, education, or qualifications
- capital – the necessary money and tools to finance a given project

Resource: anything that can be used to satisfy human wants

2. List the three major types of resources and give one example of each.

Resource	Example

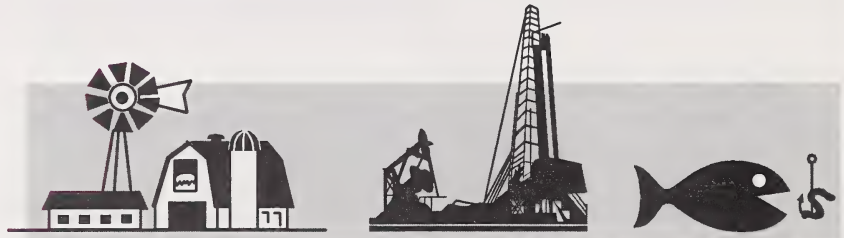
3. Which of the three types of resources do you feel would be most crucial for a country? Explain your answer.

Check your answers by turning to the Appendix, Section 2: Activity 3.

Economic Activities

One way to understand the impact of uneven resource distribution is to divide economic activity into different types (you will look at the area of resources and their distribution in Module 7). One way to do this is to look at all economic activity as primary, secondary, or tertiary. Although you were introduced to these terms in Section 1, it will help to go into a bit more detail here.

- Primary activities are those activities that take raw materials directly from the earth's surface with no further processing. Examples are farming, fishing, forestry, or mining.



- Secondary activities are things like manufacturing or refining. This type of activity takes the raw material and changes it to something usable. Examples are food processing, steel production, automobile manufacturing, and the making of clothes.



- Tertiary, or service-type activities are a third type. This type provides service and involves no using of actual raw materials; rather, heavy emphasis is put on human endeavour. Examples of people engaged in tertiary activities are hair dressers, consultants, bankers, and labourers such as electricians or carpenters.



Why is it important to look at what percentage of a country's GNP is involved in each economic activity? It is important because there is a direct relationship between the levels of these categories and a country's overall development. A good rule of thumb to follow is that the lower the percentage of a country's GNP that is involved in primary activity, the higher the overall development for that country.

For the most part it appears that a very underdeveloped country will have a very high percentage of their GNP generated by primary activities. Usually, the more developed a nation becomes, the greater the shift to secondary and eventually tertiary, or service, activities. Most countries with high GNP's have a large percentage of their economy in the tertiary category.

Many economic forecasters feel that it is in the tertiary, or service sector, that the majority of new jobs will be created and therefore the greatest amount of economic activity.

World Maps 11, 12, and 13 in the Appendix show the percentages of the various nations of the world in the three classifications.

You should note that **Map 11** shows only the amount of GNP generated by agriculture and not primary activities in total. However, because the majority of the primary activity carried on in the world is of the agricultural type, the figures are fairly close.

Use the three maps to answer the questions that follow.

4. a. Name three nations in which over 60 percent of the work force is engaged in service industries.

- _____
- _____
- _____

- b. Name three nations in which over 40 percent of the work force is engaged in secondary industry.

- _____
- _____
- _____

- c. Name three nations in which over 60 percent of the work force is engaged in agriculture.

- _____
- _____
- _____

- d. Thinking back to the North-South division, is there any pattern between the type of economic activity and the North-South division? Explain. Consider the relation between economic activity and GNP.

Check your answers by turning to the Appendix, Section 2: Activity 3.

Having this knowledge concerning the various sectors of economic activity is one thing; changing the economic situation is another. This is because there are such large gaps in the distribution of resources. Some countries have abundant supplies of virtually all essential resources while others are deficient in almost all areas. Are these deficiencies impossible hurdles, or can a nation prosper in spite of them? Look at two countries to see how they have dealt with the allocation of resources.

Japan

Japan is an example of a country that has virtually no arable land and little in the way of energy or minerals. Yet Japan has become a leader in manufacturing capacity. How did this happen?

Japan has developed a large supply of well-educated people, and because of reinvestment, Japan has the capital necessary to finance expansion and modernization. When you look at **Maps 11 to 13** in the Appendix, you see that Japan's GNP is generated largely in the industrial and service sectors. This has allowed Japan to prosper in spite of resource deficiencies.

When you realize that Japan was in ruins at the end of World War II in 1945, it makes its economic successes seem even more remarkable.



Argentina

On the opposite end of the scale is Argentina, which has been referred to as the richest poor nation on earth. Blessed with an abundant supply of energy, large amounts of fertile land, and well-educated people, Argentina has become one of the most debt-ridden nations in the world. This has occurred because of poor management.

A disproportionately large amount of money has been spent on military equipment. Argentina has built the most powerful military in South America, but the result has been a serious shortage of capital. In an attempt to correct the problem, more money was printed, and inflation resulted. Because of high interest charges, Argentina's large foreign debt has made economic recovery very difficult.

5. a. What major type of resource is Japan missing?

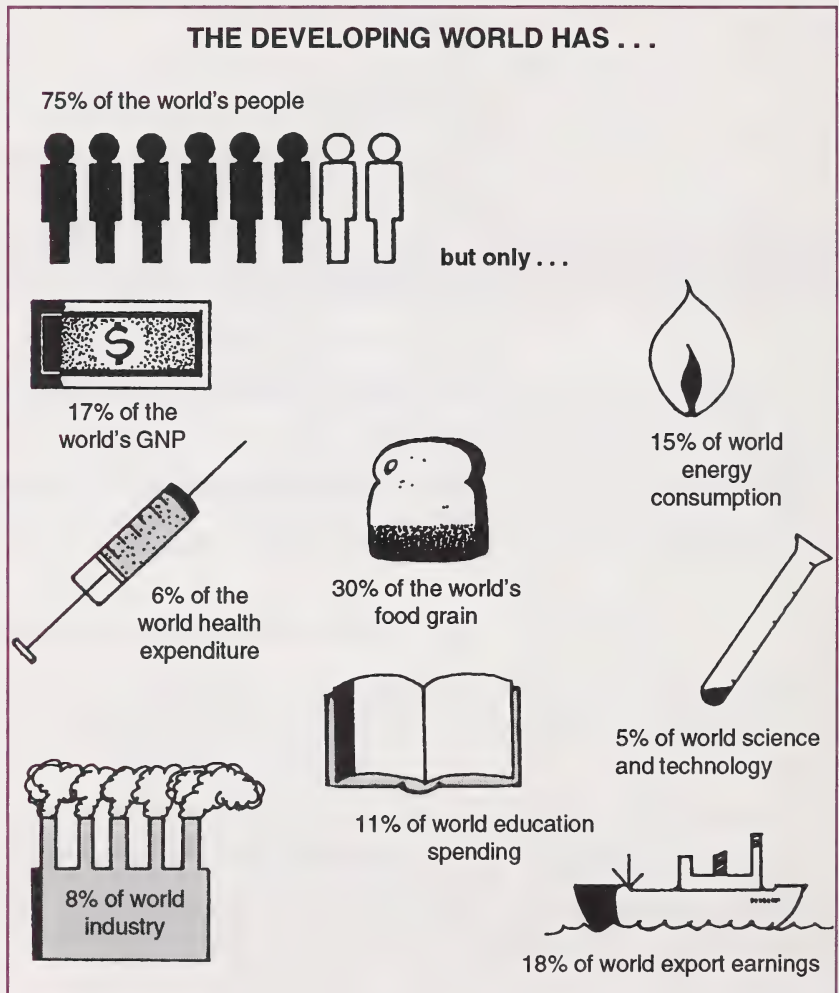
- b. How has Japan been able to compensate for this deficiency?

6. a. In which three areas is Argentina rich?

- ---
- ---
- ---

b. In spite of this, what major problem does Argentina now face?

7. The vast differences in world resource distribution can be shown another way. Study the chart that follows and answer the questions.



- a. The developing world has _____ percent of the world’s people but only _____ percent of the world’s GNP.
- b. The developed world, with _____ percent of the world’s people, consumes _____ percent of the world’s GNP.

Check your answers by turning to the Appendix, Section 2: Activity 3.

As you can see, 25 percent of the world’s population generates 83 percent of the world’s GNP, while 75 percent of the people generates only 17 percent of the GNP. This means that **the average GNP of the developed world is over 15 times that of the developing world.**

8. a. The chart shows that developing countries spend 11 percent of the world’s spending on education. In light of the importance of education to improve a country’s economy, why might this be a problem?
- _____
- _____
- _____
- b. In what way does the low percentage (8 percent) of the world’s industry carried on in developing countries show clearly the problem faced by these countries?
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

How does all of this relate to quality of life? The inability of a nation to have money for services such as education and health, to name just two, makes life difficult. The lack of resources, or, in the case of Argentina, the poor management of those available resources, tends to lower the quality of life. Although perception of quality of life varies, certain items, such as basic food, clothing, and shelter are difficult to do without.

Methods of Improvement – Cooperation

What can be done to help a country or group of countries rise above individual economic difficulties in order to provide their people with a better quality of life? There have been a number of attempts to increase a country's economic situation. One method is through cooperation among groups of nations. An example is the **European Community**. The map that follows shows the countries that are members of this organization.

European Community: a group of European countries that have created an economic alliance to make trade cheaper and easier

European Community – 1992



This trading alliance initially started as a means for exchanging goods and reducing tariffs. In Module 7 you will look more closely at the EC (European Community). Future plans call for a common currency and moving to the point where Europe becomes virtually united for the sake of trade. The potential power of groups like this in terms of world trade, and therefore in their ability to assist member nations, is very great.

9. a. Can increased cooperation among nations help improve people's quality of life? Explain your answer.

- b. Name two measures the EC has used to help member nations.

- ---
- ---

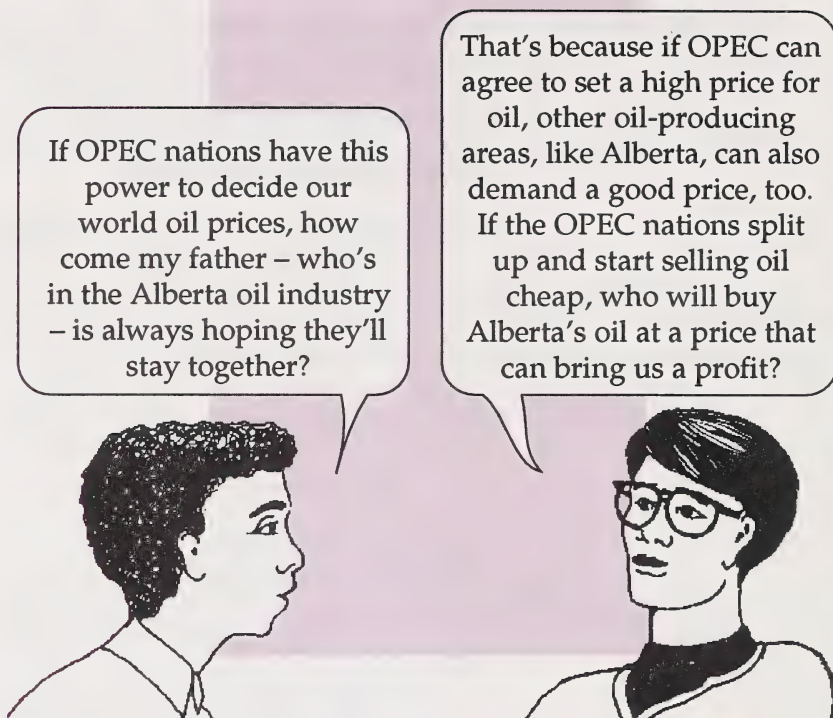
Check your answers by turning to the Appendix, Section 2: Activity 3.

In 1960 the Organization of Petroleum Exporting Countries, or OPEC was formed. Membership includes countries such as Iran, Iraq, Saudi Arabia, and Venezuela, and accounts for about 45 percent of the oil traded worldwide.



It is interesting to note that OPEC is not a trading alliance but a cartel. A cartel is a group of countries that join together to control the price of a product, that all produce, usually by limiting supply.

In the early 1970s, after years of indecision, OPEC was able to convince its membership to dramatically increase the price of oil. Because of the large percentage of the oil supplied by these nations, industrialized countries were forced to pay the higher prices. Serious shortages and problems in industrialized nations resulted.



Although the OPEC nations have been unable to keep the price of oil as high since that time, they made their point. A determined group of nations with a necessary item in short supply could, to some extent, dictate price. This ability gives these nations a power or leverage over industrialized nations not previously possible. **World Map 14** in the Appendix shows the OPEC member nations.

10. a. List two OPEC nations not previously mentioned.

- _____
- _____

- b. In what region of the world are the majority of the OPEC member nations located?

- c. What two difficulties did the OPEC nations cause for industrialized nations?

- _____
- _____

- d. What percentage of the oil traded does OPEC control?

Check your answers by turning to the Appendix, Section 2: Activity 3.

Several other similar alliances among nations have been attempted. Three of these are

- the Association of Southeast Asian Nations (ASEAN)
- the Organization of African Unity (OAU)
- the League of Arab States (The Arab League)

All of these organizations are still in existence but have had limited success in improving the economies of the member nations.

Late in 1988 a free trade agreement was signed between Canada and the United States. Implementation began on January 1, 1989. Supporters of the agreement argue that it will provide a larger market for Canadian goods and therefore more jobs. Opponents feel that the larger United States companies will simply put Canadian companies out of business, placing tens of thousands of Canadians out of work.

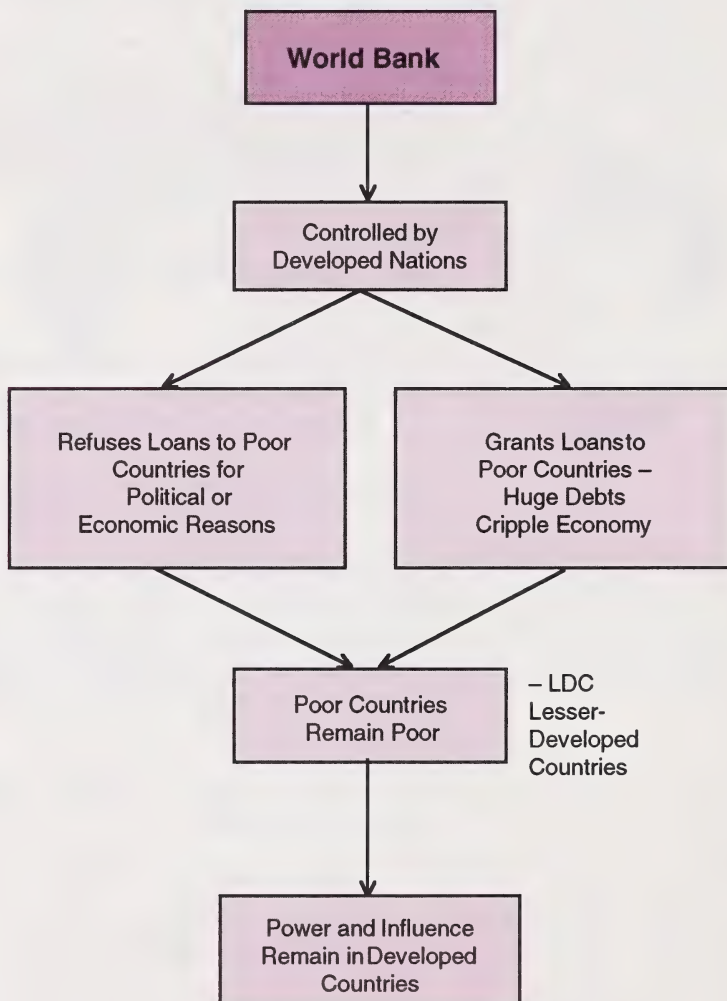
In spite of what has and may happen, this agreement should be studied over the long term (several years).

11. List one argument for free trade with the United States and one against.

- **For:** _____
- **Against:** _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

There is one other initiative that holds some promise for the developing countries of the world. These countries, also referred to as the LDC's or lesser-developed countries, feel that there are a number of conditions that make improvement of their economic conditions virtually impossible. They feel that in a sense the dice are loaded against them, or that those who make the rules make sure that no one else benefits by playing the game. This unfairness can show up in a number of ways. Look at the chart and read the article which follows.





CIDA About 40 percent of tropical forests have been destroyed already. What effect does this have on the environment of poor countries?

You know, the poor people in many countries hate and fear the World Bank. Isn't that strange?



Not really! They often lend vast amounts for big projects that mostly help the rich.

Then they require the countries to tax the poor to pay back the loans. This may involve raising crops for export which reduces the food available for the local people. Let's keep reading!



Defusing the Population Bomb

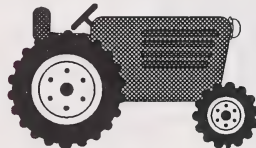
New Economic Order

In an effort to change this imbalance the LDCs have come up with a New International Economic Order (NIEO). Among other things the NIEO suggests:

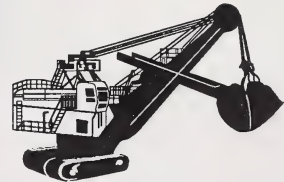
■ New rules which will force multinational corporations to play fair and share some of their wealth. For example, farmers in Guatemala were paid 70 cents for each box of bananas they exported. By the time those bananas reached the supermarket in North America the price was \$5.93 – an 850 percent mark-up. Almost the entire process was under the control of one U.S.-based multinational corporation. The new rules would give the farmer a bigger share of the retail price.



■ Agreements which will tie a poor country's earnings from exports to the cost of its imports. In 1965, Tanzania had to sell 5.3 tons of cotton to earn the money to buy a tractor. By 1972 the cost of the same tractor had gone up, but the price the ODCs (over-developed countries) paid for cotton had not. As a result Tanzania had to sell eight tons of cotton to earn enough to buy the same tractor.



■ Make it easier for LDCs to sell their products to ODCs by removing tariffs and quotas. At present the poor countries find it easy to sell their raw materials, copper, tin, and bauxite (aluminum ore) to the ODCs. But if the poor set out to earn a better living by turning those raw materials into finished products, they run into tariff barriers. Rich countries have not been interested in buying finished products which they can make themselves. These goods compete with their own industries, whose workers have demanded tariff protection from what they call "unfair competition by cheap foreign labour."



Are the ODCs going to accept the NIEO calmly? If past performance is anything to go by, the answer is "not without a fight." However, if it comes to a fight, the LDCs are not without some powerful weapons.

Many of the world's remaining mineral ores and chemical raw materials are in LDCs. Industry in the ODCs desperately needs those raw materials to keep its factories going. An LDC threat to cut off supplies of such things as copper, phosphate, or even coffee and sugar would be enough to ensure a more equal distribution of wealth. After all, the LDCs only have to look at the wealth of oil-producing countries to see how effective a cut-off can be.¹

¹ R/L Taylor Publishing Consultants Ltd. for the excerpt from *Canada and the World* "Diffusing the Population Bomb," Vol. 41, No. 5, January 1976, p. 19. Reprinted by permission of R/L Taylor Publishing Consultants Ltd.

12. a. Briefly explain how the World Bank ensures that the poor countries remain poor.

- b. Explain two possible solutions that are suggested in the article.

- ---

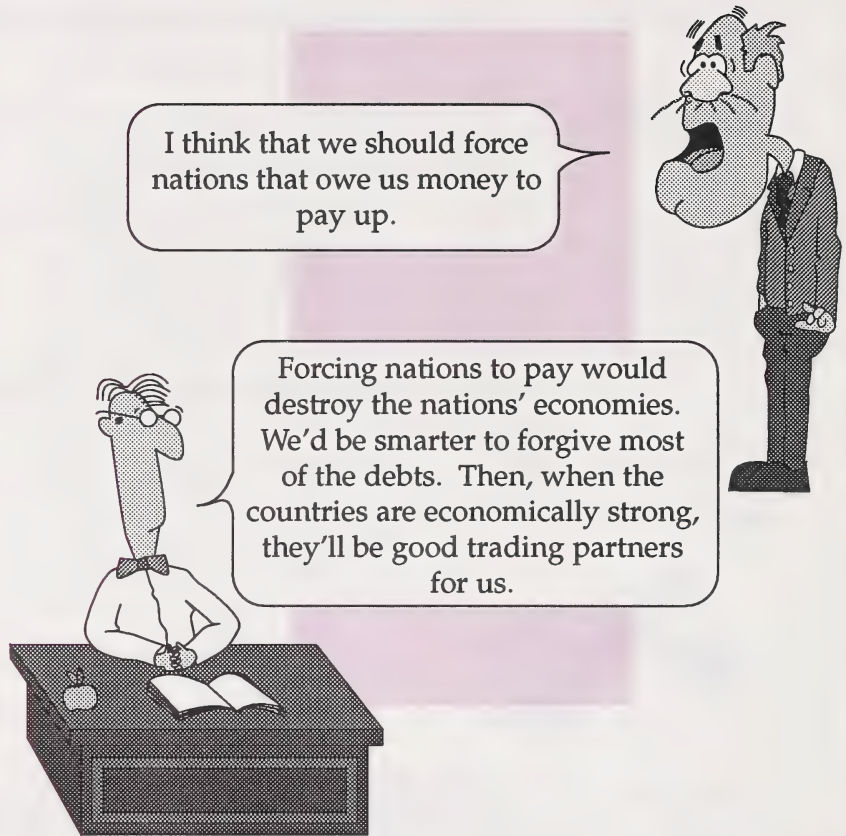
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Check your answers by turning to the Appendix, Section 2: Activity 3.

This initiative has continued and is now referred to as the North-South dialogue. In these discussions, countries that are part of the less wealthy South are demanding that the industrialized nations of the North do something about lessening their grinding poverty. Many of the LDC's feel that unless the developed countries take some action, there may be long-term implications. Terrorism or other forms of protest may be aimed at the developed countries or, as the article suggests, perhaps a withholding of raw materials may be attempted.

The Debt Load

An additional problem faced by countries in the south is their debt load. Many of these nations have been given large loans to aid in development. Unfortunately the low rate of return on exports has meant that it is difficult to even pay the interest charges. Countries are going deeper into debt.



What are the solutions? Three specific solutions have been put forward.

- The first possible solution is for banks to simply reduce the amounts owing to reasonable limits. This would allow LDCs to keep some capital in order to modernize and improve their own people's quality of life.
- The second possible solution is to trade loans for pollution reductions or, in the case of Brazil, a certain number of hectares of rain forest to be saved. This suggestion helps both developed and developing countries. It reduces pollution, which is becoming a worldwide concern, and it raises the quality of life while lowering the nation's debt load.
- The final solution was proposed by the United Nations. This organization suggested that all developed nations set aside a specific percentage of their GNP to use for nonmilitary foreign aid. Although requested, few nations have reached the figure. Canada has actually decreased its aid commitment over the last decade. However, at Earth Summit '92, Canada renewed its commitment to finance environmental reforms.

Answer the questions based on the preceding material.

13. a. List two forms of protest that the less-developed countries could use.

- _____
- _____

- b. List three possible solutions to the debt problem faced by less-developed countries.

- _____

- _____

- _____

Check your answers by turning to the Appendix, Section 2: Activity 3.

Will there be action? It will come only when those who live in the developed countries perceive that the problem is serious enough to be willing to sacrifice a portion of their good life. What items would you give up?

Several comparisons may show a possible solution. It is estimated that \$12.5 billion per year for ten years would be enough to satisfy the basic needs of the people in the LDC's. At the same time, people in the rich nations spend \$100 billion per year on alcohol. It has been pointed out that North Americans spend more each year on cosmetics than all the African nations spend in total. These are just two examples of excessive spending in the developed nations.

14. a. In which two areas could the rich nations reduce their spending so they could help the poor nations?

- _____
- _____

- b. Do you feel that North Americans would cut back their spending in these areas in order to help the poorer nations? Give a reason for your answer.

Check your answers by turning to the Appendix, Section 2: Activity 3.

Activity 4: Political Factors

You should recall that there are four different factors that relate to quality of life: geography, societal conditions, economic conditions, and political factors.

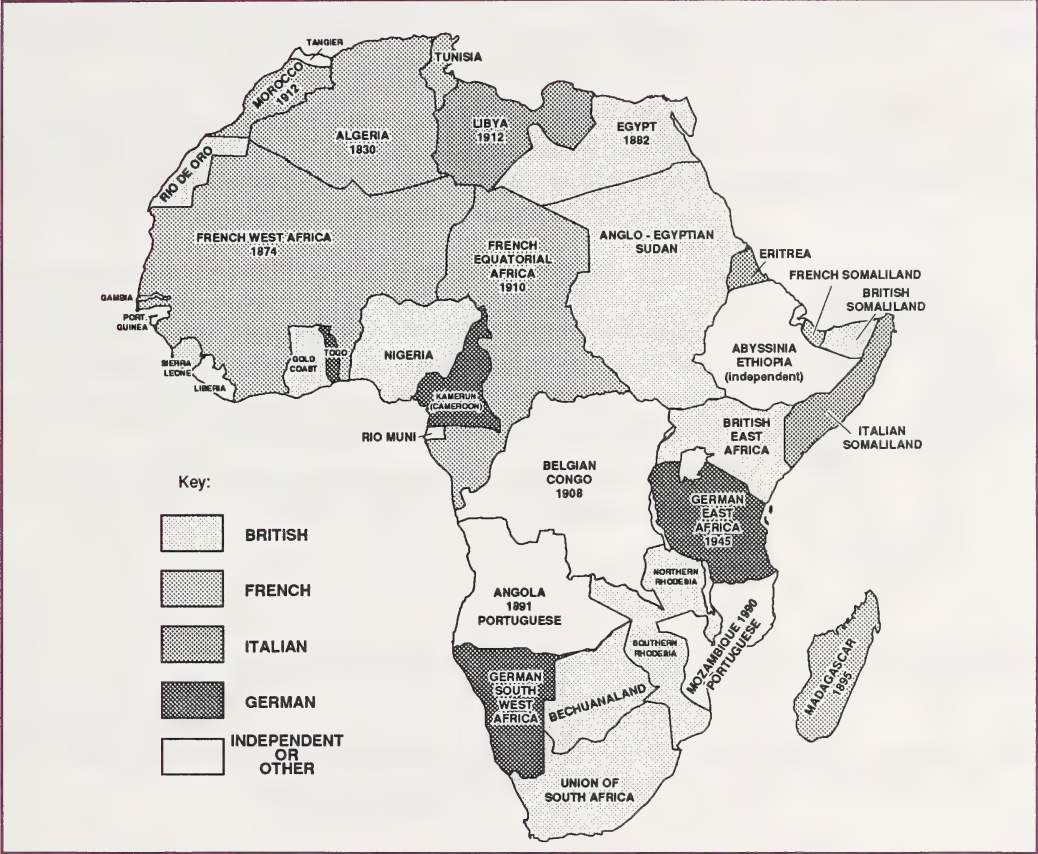
You have examined three important aspects that relate to quality of life. You will now look at the fourth factor – politics. What are political factors? Why are they important? How can politics possibly relate to quality of life? These are all vital questions with which you will deal as you proceed through this activity.

You have previously studied the world in the context of there being two worlds: the prosperous North and the underdeveloped and poor South. You also learned that some of the reasons for this split are climate, soils, and landforms. As well, historical reasons play a part.

The Colonial Heritage

In earlier modules you learned that the colonialism of the nineteenth century is an example of political influence. The historical reasons relate mostly to the way much of the world was divided up by the colonial powers. In the scramble for colonies and the political divisions that followed, no thought was given to the needs or wants of the native peoples. For example, similar ethnic groups were separated and rival groups were put together. The results of these mistakes remain today. The map that follows shows the ownership of Africa in 1914.

Colonial Africa, 1914



1. a. How was Africa divided up by the colonial powers?

b. What problems did this cause for Africans?

Check your answers by turning to the Appendix, Section 2: Activity 4.

It is also possible to draw parallels between the colonial experience and the world's current North-South division. The manner in which the industrialized North uses the resources of the underdeveloped South is very similar to the colonial experience. Many African leaders feel that the roots of the North-South conflict go back to colonial times.

After the conclusion of World War II in 1945, many of the African colonies, no longer satisfied by foreign rule, began to push for independence. Some asked peacefully, while others went to war with the colonial powers. By 1968 the majority of the colonies had gained independence.

Why is a look at colonialism important? The main reason is because of the attitude of the colonial powers toward the less-developed countries – a desire to maximize profit without giving much in return. Those in poorer nations are often not viewed as having the same needs as people in richer nations. In addition, little attempt has been made to regard the people in these countries as unique individuals with the same needs as people in rich countries.

2. a. What parallels can be drawn between colonialism and the North-South conflict?

- b. Name the two methods used by African nations to show their displeasure with colonialism.

- ---

- ---

- c. By the year _____ most of the African nations had received their independence.

Check your answers by turning to the Appendix, Section 2: Activity 4.

Exploitation of Africa

During the later years of colonial rule large foreign companies began moving into Africa. These companies wanted to exploit the resources of Africa for their own benefit. Very little was done to help the exploited countries.

As a result, even in nations which have abundant resources, the monetary benefits went to the developed countries and little went to the exploited nations. Therefore, the gap between the developed and developing countries widened.

I know that often in colonized countries the native people were forced to work on large plantations growing things like coffee for export. Meanwhile there wasn't enough food being grown to feed the people, and all the profits went to the owners of the plantation.



Partly as a result of this trend, several major changes have begun to take place in Africa.

- Many African nations have begun to form into a political power bloc. As a group they have begun to demand that the industrialized North be more responsive to their needs.
- Many nations in Africa have changed governments. Many of these governments have either taken over ownership of these large foreign companies or at least taken greater control. The result is that the local people are receiving more benefits from development. In addition, a greater percentage of the money stays in the country of origin. This trend will likely accelerate as more underdeveloped nations demand a larger share of the profits that come from their own resources.
- Many countries are also demanding greater aid from colonial powers (you will study this topic later) in compensation for the years of exploitation.

3. a. How is the attitude of industrialized countries similar to the attitude of colonial powers?

- b. Why did the standards of living of many African nations who possessed abundant supplies of natural resources not improve?

- c. What have many African governments done in an attempt to ensure that a greater percentage of money stays in their countries?

Check your answers by turning to the Appendix, Section 2: Activity 4.

Political Blocs

A second political factor that affects quality of life is the existence of political blocs. In many ways political blocs relate very closely to economic issues, but because of the difficulty in separating these issues, they will be examined in terms of political factors. One major political factor concerns the freedoms that a person is allowed, for example, freedom of religion, or freedom of assembly.

Politics at Work – Two Examples

In what ways can political events affect a nation's quality of life? You will briefly examine two nations to see how politics can affect quality of life. The first nation you will look at is Chile.

Chile

Chile is situated on the west coast of South America. For years Chile was plagued by a low standard of living in spite of having abundant natural resources. This changed in the early 1970s when a new leader came to power. When General Pinochet, an army general, took control, he began to make extensive changes.

Unfortunately for freedom of thought, Pinochet's ways were often harsh. Political dissenters were jailed or forced to flee the country, which created many political refugees. (You will learn more about political refugees in Module 6.) In terms of basic freedoms, the quality of life has been extremely poor. On the other hand, the economy has improved dramatically to the point where Chile has one of the strongest economies in Latin America. For Chile, the cost of economic recovery has been the loss of political freedoms.

In late 1989 free elections were held in Chile. This suggests that democratic principles are returning to the country.

Canada

Contrasted with Chile is Canada. Canada, although a developed country, is facing some economic difficulties. Our deficit is growing steadily, and in spite of many efforts, the degree of economic inequality across the nation remains great. In Canada political freedoms are valued. Even though most Canadians would desire a higher standard of living, few Canadians would be willing to sacrifice political freedoms to achieve this goal.

Now answer these questions.

4. a. What was Chile's basic problem?

- b. How has the problem been solved?

5. What are Canada's two basic problems?

- ---
- ---

Check your answers by turning to the Appendix, Section 2: Activity 4.

Foreign aid: aid in the form of goods, money, and loans given by wealthier countries to poorer ones

Foreign Aid

The final political factor you will study is **foreign aid**. (You will examine the issue in more detail in Module 7.)

In what ways is foreign aid political? Foreign aid, while not totally political, is very heavily tied in with politics. The roots of the aid programs of most countries go back to the time following the colonial period. Third World, or developing countries, were anxious to enjoy the good life. These developing nations looked to their original colonizing nations for help.

Many of these aid programs are tied in with the existing political blocs. For example, much of the United Kingdom's aid goes to nations with previous colonial ties, and most of the aid from the United States goes to support nations with capitalist ideologies.

Countries have four goals in mind when giving aid to less-developed countries. Most of these have a political component to them. The goals of aid are

- a desire to win converts to their ideology
- a desire to increase business
- a genuine humanitarian desire to help those in need
- a desire to relieve the collective guilt that plagues the developed world – a guilt over the unfair use of world reserves and past colonial exploitations

6. a. Where do the roots of the aid program come from?

b. List the four main goals of foreign aid.

- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 2: Activity 4.

The pressure on the developed countries to increase their amount of aid is steadily growing. This is because more and more developing countries have begun to openly reject the disparities that exist between the quality of life in the rich and the poor nations.

In the future, there will likely be changes to foreign aid. At present, foreign aid is seen by many as being vital to solving the problems of the Third World.

However, not everyone sees it that way. Some individuals feel that foreign aid is a waste of money and believe it simply teaches the receivers of the aid to depend upon handouts.

Whatever one's feelings towards aid, it is a fact of life, and foreign aid in its various forms will certainly continue. It is hoped that as more concern for the Third World is felt by the citizens of the developed countries, more aid will be forthcoming – aid that can truly meet the needs of those on the receiving end. Preferably the type of aid with political ties will become less and less frequent as the world moves into the twenty-first century.

7. a. List two viewpoints on foreign aid.

- _____

- _____

b. What should the main purpose of aid be?

Check your answers by turning to the Appendix, Section 2: Activity 4.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

The section that you have just completed covered four major areas that affect quality of life. The factors are

- geography
- society
- economics
- politics

Although initially examined separately, these factors were dealt with in a way designed for you to see how all the factors fit together like pieces of a puzzle. A jigsaw puzzle has numerous pieces and without all the pieces together, you cannot see the total picture. The same is true in understanding quality of life. Just how do the various factors contribute to quality of life?

- It is easy to see how the various geographical factors relate to the type of agricultural or economic activity possible in a region, and therefore the ability of that region or country to support its population.
- All of the societal factors in one way or another affect quality of life. By looking at the factors individually, and then as a group, you can see what factors really are important in determining quality of life.
- Economics is perhaps the easiest concept to understand. You probably know what it feels like to be short of money for something you want to purchase. Think about being short of money for the basic necessities of food, clothing, and shelter. Then the issue takes on a different perspective. The issue of uneven distribution and use of resources is the other main theme that comes out of this activity.
- The final issue is in the area of politics. Quality of life in a political sense is concerned with the freedom of countries or individuals to make choices. In a case like Chile, this was impossible because of political constraints. In Third World nations, historical events have put less-developed countries in a position where they have little real choice for their future. Aid, although helpful, often continues this dependence and therefore continues to limit a country's real choices.

How do all of these factors fit together like a puzzle? It's hoped that through your study of all of these factors you have seen a larger picture emerging. This picture should show you how all of these factors are interwoven and interdependent on each other. Although you studied each of these factors individually, to really evaluate quality of life, you must study them collectively.



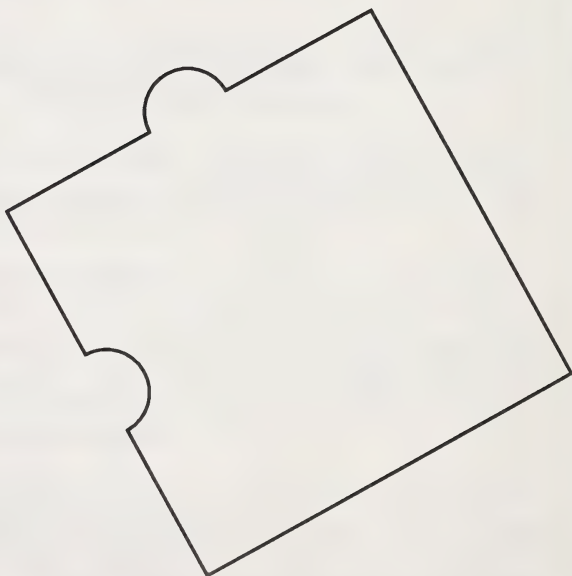
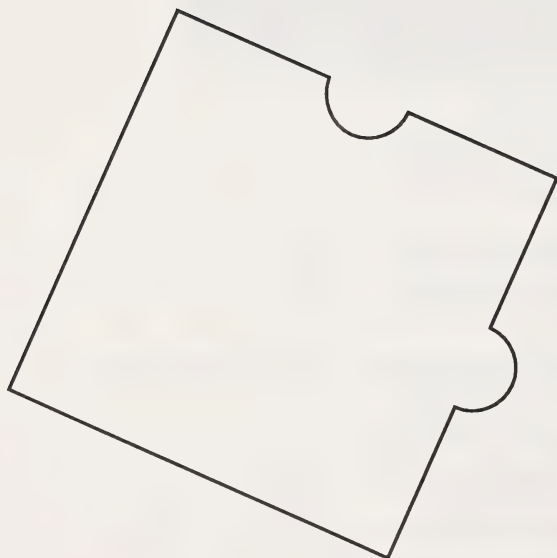
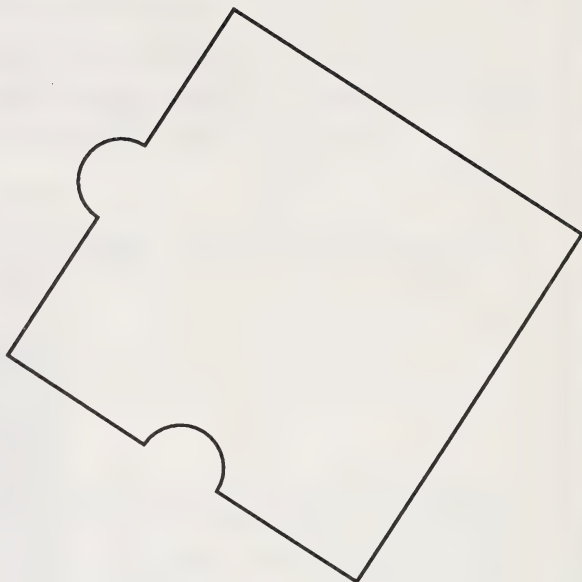
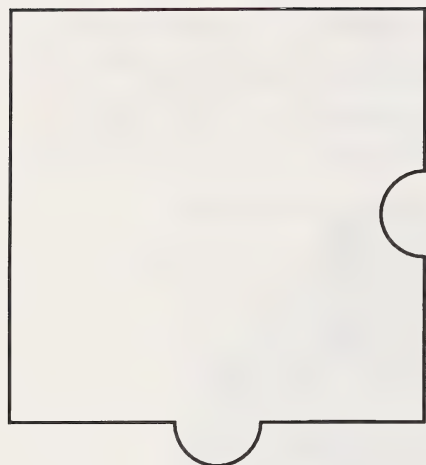
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What examples of western influence are evident in this photo?

1. a. What is GNP?

- b. What is the problem in using GNP as a measure of quality of life?

2. You know that the various factors discussed in Section 2 fit together like pieces of a puzzle to give you the complete picture of how quality of life is determined. Here are four puzzle pieces. Label each of these with one of the four factors discussed earlier, and then find an appropriate picture or illustration for it. Glue the pictures on to the appropriate pieces. Look for pictures in magazines, or, if you do not have access to magazines, photocopy or cut pictures from your module.



Check your answers by turning to the Appendix, Section 2: Extra Help.

Enrichment

This activity is designed to further challenge those of you who have understood the factors that contribute to quality of life.

1. The following chart lists a number of factors that are commonly used to determine quality of life.

Factor	Order of Importance
Population Density	
Life Expectancy	
Average Food Intake	
Income Level *	
Literacy Rate	

* Similar to GNP

Rate each of the factors from 1 (least important) to 5 (most important) according to which factor you personally feel is most important. Are there any factors missing that you would have included? Explain your answers.

2. Using the maps at the end of the Appendix, look at the following nations and rate them from 1 (lowest or worst) to 3 (best) according to which you feel has the best quality of life. Explain your answer.

- _____ Mexico
- _____ China
- _____ India

3. Assume that you were put in charge of Canada's foreign aid program. What changes, if any, would you make in the program? Explain.

Check your answers by turning to the Appendix, Section 2: Enrichment.

Conclusion

In this section you studied the four main factors which determine quality of life. Like any study that uses facts and figures, these do not tell the complete story. You have found that in certain situations a country may have a better or worse quality of life depending on a number of circumstances. Therefore, you have found that you must be careful not to totally rely on facts and figures.

Ideally, as you have completed this section, you have seen that there is a balance between facts and figures and other, more human, considerations. Understanding the balance will make you better able to appreciate what is involved in determining quality of life.

Assignment
Booklet

ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Diversity and Disparity – Bringing It All Together



CIDA

In the first two sections of this module, you studied four factors that help to identify an individual's quality of life. As you noted at the conclusion of Section 2, no one factor can be looked at in isolation in order to determine a person's quality of life. Rather, there must be a systematic evaluation of all of the factors taken together to arrive at the true picture. In this section you will learn to bring the various threads together in such a way that you can apply this information to current world problems with a view to finding some workable solutions to these problems.

In order to come to a fuller understanding of how these various factors affect quality of life, you will be looking at a number of maps. You will also be participating in hands-on activities.

Activity 1: Looking at Maps – The Big Picture

Much of your time in Section 2 was spent working with a variety of maps. Maps are important because they can often show you information that would be difficult to communicate with words.

In the following activity you will be working with many of the maps you used in Section 2. These maps, when taken in sequence, should help you see worldwide patterns emerging. These maps have been prepared in such a manner that they can be superimposed (placed on top of one another). Remember that you will find the maps in the Appendix. When you superimpose maps you may want to hold them up to the light or against a window.

1. a. Turn to **Map 1: Landforms**. Study the map briefly. Notice particularly the location of the plains regions. Briefly describe their location.

-
- b. Take out **Map 2: The World's Climate**. Place it underneath the map of *Landforms*. Which climatic regions correspond with plains regions?

2. Turn now to **Map 3: Soils**. Place the soils map over **Maps 1 and 2**.

-
- a. In general, what types of soils are found in the middle latitude regions?

-
-
- b. You found that the middle latitude regions correspond closely with the plains regions. What can you say about the types of soils that tend to be found in these areas?

The soils of the middle latitude and plains regions are of the

_____ variety.

3. You have now examined three maps that show a relationship to each other. It appears that the cultivated areas often have soils of the forest or grassland types, are located in mid-latitude regions, and are in the plains regions.

With this in mind, turn to **Map 4: Farming**. Take all four maps and superimpose one upon another in a variety of combinations. What are some of the patterns that you see emerging?

Check your answers by turning to the Appendix, Section 3: Activity 1.



What characteristics do areas of commercial agriculture possess?

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After you complete this activity you should have noticed that the areas of commercial agriculture possess the following characteristics:

- forest or grassland soils
- middle-latitude climate
- plains-type or highlands landform

It is important that this relationship be firmly established because it forms the basis of the next activity.

Now that you have established the relationship between commercial agricultural activity and the various other factors mentioned, you will turn to some of the other factors which were examined in Section 2 in order to further clarify some important relationships.

Why is it important to look at agricultural activity? This is because of the strong connection between agricultural activity and the economic strength of a nation.

4. To see this relationship, turn to **Maps 11, 12, and 13**, showing primary, secondary, and tertiary activities. Place each of these maps in turn on top of the map showing commercial agriculture. What patterns do you see between the amounts and types of economic activity?

When you compared the maps of economic activity with agriculture, you saw that the areas where commercial agricultural activity is carried on tend to be the areas with the smallest percentage of people employed in primary economic activity. This is because, for the most part, the more advanced the economy, the smaller the percentage of people engaged in primary economic activities.

5. a. Now take **Map 15: *The Three Worlds*** and place it, in turn, over the maps which show primary, secondary, and tertiary activities. Do you see a pattern emerging? Explain.

- b. What does this relationship tell you about the main type of economic activity that is carried on in each of the three groups of countries?

- less-developed country

- developing country

- developed country

Check your answers by turning to the Appendix, Section 3: Activity 1.

You should have noted that the types of economic activity compare very closely with the three groups of countries.

- developed countries – tertiary activity
- developing countries – secondary activity
- less-developed countries – primary activity

6. Now study **Map 7: Average Daily Protein Intake** and **Map 8: Average Daily Calorie Consumption**. Place the first map on top of the second map.

- a. What similarities do the two maps have?

- b. What can you say about the areas of high protein intake and calorie consumption?

- c. Now place **Maps 7 and 8** on top of **Map 15** (which shows the three types of countries). Do you see any relationship between the food consumption of the various parts of the world and the three types of countries? Explain.

Check your answers by turning to the Appendix, Section 3: Activity 1.

You likely realized that the developed countries have a very high protein and calorie consumption while the lesser-developed countries often have a very low rate of consumption. This shows clearly that the level of development has a great deal to do with the level of nutrition received by the citizens of a nation.

7. Now look at **Map 9: World Literacy**. Place this map on top of **Map 15: The Three Worlds**. Do you see any pattern between literacy and the level of development? Explain this pattern.

Check your answers by turning to the Appendix, Section 3: Activity 1.

Once again it appears that the areas with the highest development also have the highest levels of literacy. There are obvious reasons for this. Those countries with a higher level of development have more money to invest in education after the basic needs of food, clothing, and shelter are met. Many other countries cannot even meet the basic needs, let alone provide for extras.

8. There is one more comparison that will be valuable to make. Take the maps of literacy, nutrition, and commercial agricultural activity that you previously used and place them one-by-one on top of the map of the three worlds.
- a. Explain the pattern that emerges from this comparison.

- b. Thinking back to the maps you studied on landforms, climate, and soils, what conclusions can you make about the type of soil, vegetation, climate, and landforms that might contribute to a high quality of life? Consider the relationship between these factors.

Hint: Think about Question 1. when you answer this question.

Check your answers by turning to the Appendix, Section 3: Activity 1.

Activity 2: Different Perspectives with Pictures

In this activity you will be using photographs. Photographs of people doing their various day-to-day activities are a visual portrayal of one's culture.

1. Complete **one** of the following two activities. Several pages have been included for your work, but you may use your own supplies if you prefer.
 - a. Using newspaper or magazine articles and photos, make up a photo collage showing the vast diversity that exists throughout the world.

Work to meet these requirements:

- Try to include at least ten photographs.
 - Try to find photos or articles that illustrate different aspects that have to do with one's quality of life. Remember, you are trying to illustrate great differences in quality of life.
- b. For one week make a scrapbook of newspaper or magazine articles that illustrate various aspects of quality of life. These articles may vary from stories about the loss of the Amazon rain forest to a cure for AIDS – anything that concerns your quality of life or the quality of life of someone else.

Check your answers by turning to the Appendix, Section 3: Activity 2.

You have been looking for differences in quality of life. In this activity you will find two series of pictures, each portraying one of two cultures. The first is the African country of Kenya. The second is one with which you are familiar – Canada. These two countries will illustrate the difference between developed and less-developed countries.

To work through this activity you will use a series of photos which show people doing various activities in their usual surroundings. You will notice that each picture group has five parts. These show various aspects of the following activities:

- distribution of food
- agricultural activity
- transportation
- education
- housing

It should first be noted that the group of photographs of each country represents an approximation of what conditions in that country are like. Certainly there are many other examples of differences than those portrayed in the photographs, but the purpose of the photos is to show, in general, what conditions are like in the nations being studied.

Kenya is considered a less-developed country. One way of demonstrating this is through the photos. Each photo represents something that has an effect on quality of life. The standard of education, the type of transportation and housing, and the farming methods all point to a less-developed country.



CIDA Nairobi, Kenya is trying to meet the demands of an ever-increasing urban population. This photo shows a sharp contrast to conditions in general, as shown in the following photos.

Kenya



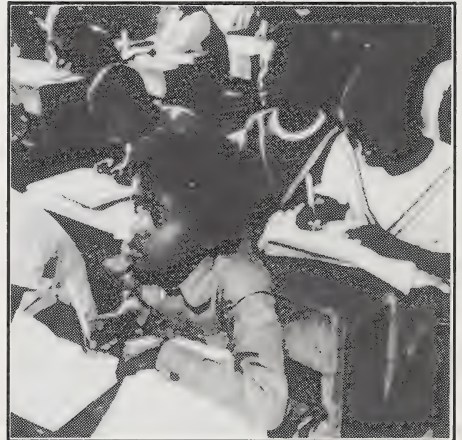
CIDA

Distribution of Food



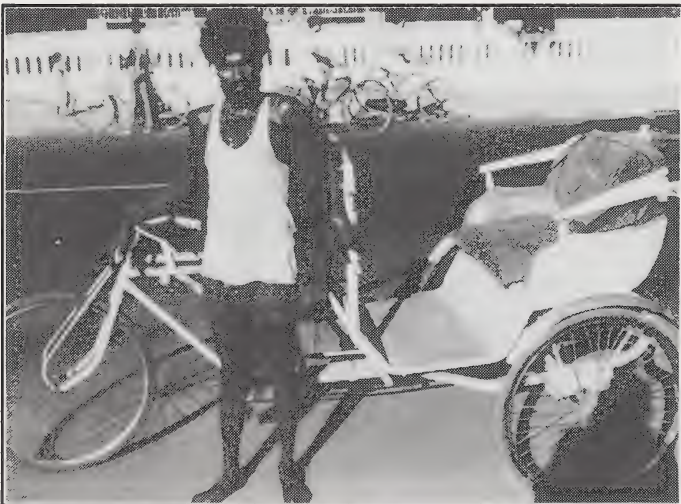
CIDA

Farming



CIDA

Education



CIDA

Transportation



CIDA

Housing

2. a. The preceding group of photos represents five aspects of life in Kenya. What general conclusion can you make about Kenya?
- _____
- _____
- b. Do all of the photos show a consistent view of Kenya? If not, in what ways are the pictures inconsistent?
- _____
- _____
3. a. State at least one aspect typical of a more developed nation in any of the photos.
- _____
- b. Does it surprise you to see that item in the photo? Explain your answer.
- _____
- _____
- _____
4. Which of the photos shows the best example of the conditions in a less-developed country? Be sure to support your answer with information you learned in Section 2.
- _____
- _____
- _____
- _____
- _____

Check your answers by turning to the Appendix, Section 3: Activity 2.

The country you will examine next is Canada. This example should be familiar. Canada is considered a developed country. Look at the photos which show aspects of life in Canada.

5. a. Explain in your own words what the term “developed nation” means.

- b. When applying the term as you have defined it, and using information from the photos, in what ways does Canada qualify as a developed country?

- c. Are there any things in the photographs that would make you question Canada’s position as a developed nation? Explain your answer.

Check your answers by turning to the Appendix, Section 3: Activity 2.



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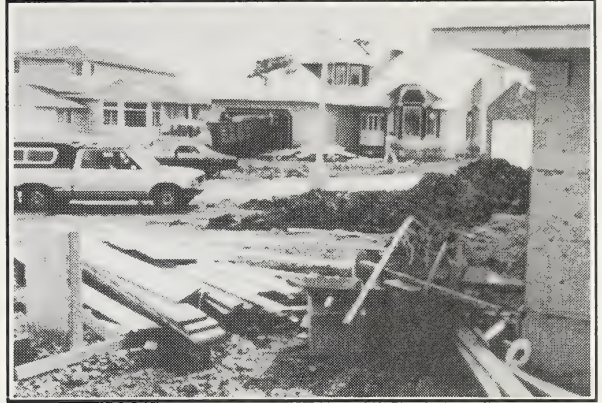
Would you guess that this photo is taken in Canada? Is this how you picture a developed country?

Canada

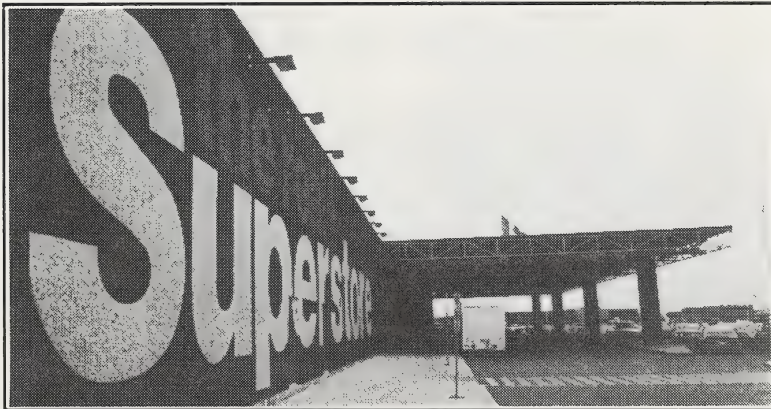


Farming

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Housing

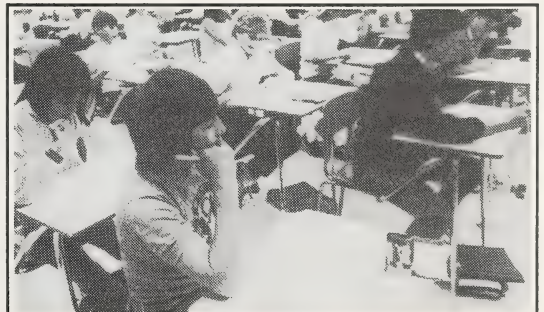


Distribution of Food



CIDA

Transportation



Education

In the last two activities you have spent some time looking at maps and photographs that were designed to help you understand how quality of life varies and is determined. You will need to apply this knowledge as you begin to look at possible solutions to some of the world's problems.

Activity 3: Cooperation

You should be aware by now that there are very large differences from one country to another and that some of the problems being faced in the next ten to twenty years are very serious. The facts tend to present a rather negative picture.

- Are these differences or disparities good?
- What should we be doing about changing the situation?
- Can we do anything about changing the situation? In the final modules of Social 23, you will be looking at interdependence and cooperation among nations. This is one possible way of solving, or at least lessening, some of the world's problems. To make this concept clear, you will work on a few activities and there is a choice of approaches.

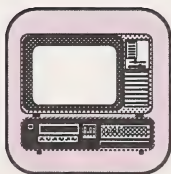
Do either Part A or Part B. Part A involves a video and Part B is a print alternative. If you have access to the video *A Struggle for Shelter* do Part A. If not, you may do Part B.

Part A

One of the biggest changes in the world over the last few decades is the growth of cities, especially in the poor countries. What is happening is that poverty-stricken people from the rural areas are flooding into the cities. The result is that crowded slums develop around the big cities. A major concern of the present and the future is providing a decent quality of life for billions of people. It is also an international problem as it is so widespread.

The video, *A Struggle for Shelter*, from the National Film Board gives a view of the problem in a city in South America – Quito, Ecuador. The production will give a sense of what the problems are and what may be done.

1. What information was presented to show the rapid growth of cities in South America?



2. What is the housing situation in Quito? Think about how many migrants arrive each year, the number of new houses they need, and the overall housing shortages.

3. Why do so many leave the countryside and who are they mainly?

Barrios: a largely Spanish-speaking area of a city; often crowded and poor

4. The **barrios** are the slum areas where the poor people live. What are the physical conditions like in them?

5. Is the government doing something to provide decent housing for the people in the barrios? Why would most of the barrio people not qualify for government housing if it were available?

6. The Workers' Cooperative leader said, "If we do not solve our own problems, no one will solve them for us." Another person stated the view that the most unused resource in South America is its people and that the most effective help is to aid them to meet their own needs. In relation to housing, list three specific areas of help that were outlined where governments and agencies could make a big difference.

- ---
- ---
- ---



Part B

For this activity you will plan a party. This could be a birthday party for a member of your family or a friend, or a school dance, or a family reunion. It could be for a real event that you have to plan, or it could be imaginary.

In planning this event, ask yourself these questions:

- Does planning this event seem like a big job?
 - What are some possible ways of making the task easier?
1. Write down your plans, and state how you plan to achieve your goal. Put these plans in point form. List all the necessary jobs and include a schedule which indicates when each job needs to be done. To make the task easier, several categories have been provided for you to help organize your task.

Jobs to be done:

People to be invited:

Entertainment:

Refreshments:

Location:

Transportation:

Cost:

2. a.. What did you learn about planning for an event like this? Did you try to do all the jobs by yourself?

- b. Would you plan the event the same way if you did it again? Explain.

- c. If you did get help to plan the event, what did you learn about working with another person?

- d. What are some of the advantages of working together to plan an event? What are some disadvantages?

- e. What are some of the advantages of working on your own to plan an event? What are some disadvantages?

Check your answers by turning to the Appendix, Section 3: Activity 3.

It is hoped that this activity taught you a little about the value of cooperation and interdependence. By working together, we help each other. As you work together, however, you may find that it also causes problems. Now answer the following questions.

3. a. How many children are in your family?

- b. Are you the youngest, the oldest, the in-between, or the only?

4. a. What expectations do your parents have for you? What behaviour do they expect from you?

- b. Are these expectations different for other members of the family depending upon their ages? Explain.

5. a. Do you play an important role in your family?

- b. What is that role?

- c. How would your family function without your performing this role?

Check your answers by turning to the Appendix, Section 3: Activity 3.

Both of the preceding exercises have talked about cooperation and interdependence. It should be clear by now that people rely on each other and that when all individuals fulfil their functions, life runs more smoothly. In the next module you will learn how interdependence among nations can help to solve many of the problems faced by humankind.

Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the **Extra Help**. If you have a clear understanding of the concepts, it is recommended that you do the **Enrichment**.

Extra Help

Cooperation and interdependence are two very important words that could be the answer to many of the world's problems. All around you there is evidence of people working together to achieve a goal or to solve a problem beyond the ability of one person.

1. Define the following terms:

interdependence: _____

cooperation: _____

2. Choose an example from the TV or radio news, or the newspaper, that involves cooperation or interdependence in your local community. Describe how this is an example of either.

3. Look at the following three pictures. Decide which of the three types of countries each represents. Label each and give reasons for your answers.

Remember

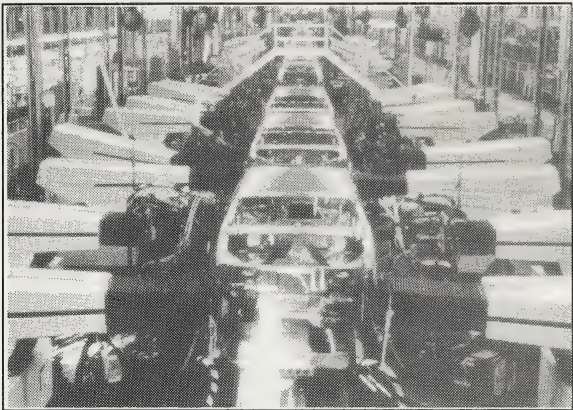
- developed nations
- developing nations
- less-developed nations

Photographs Typical of the Three Types of Countries



CIDA

a. _____



General Motors

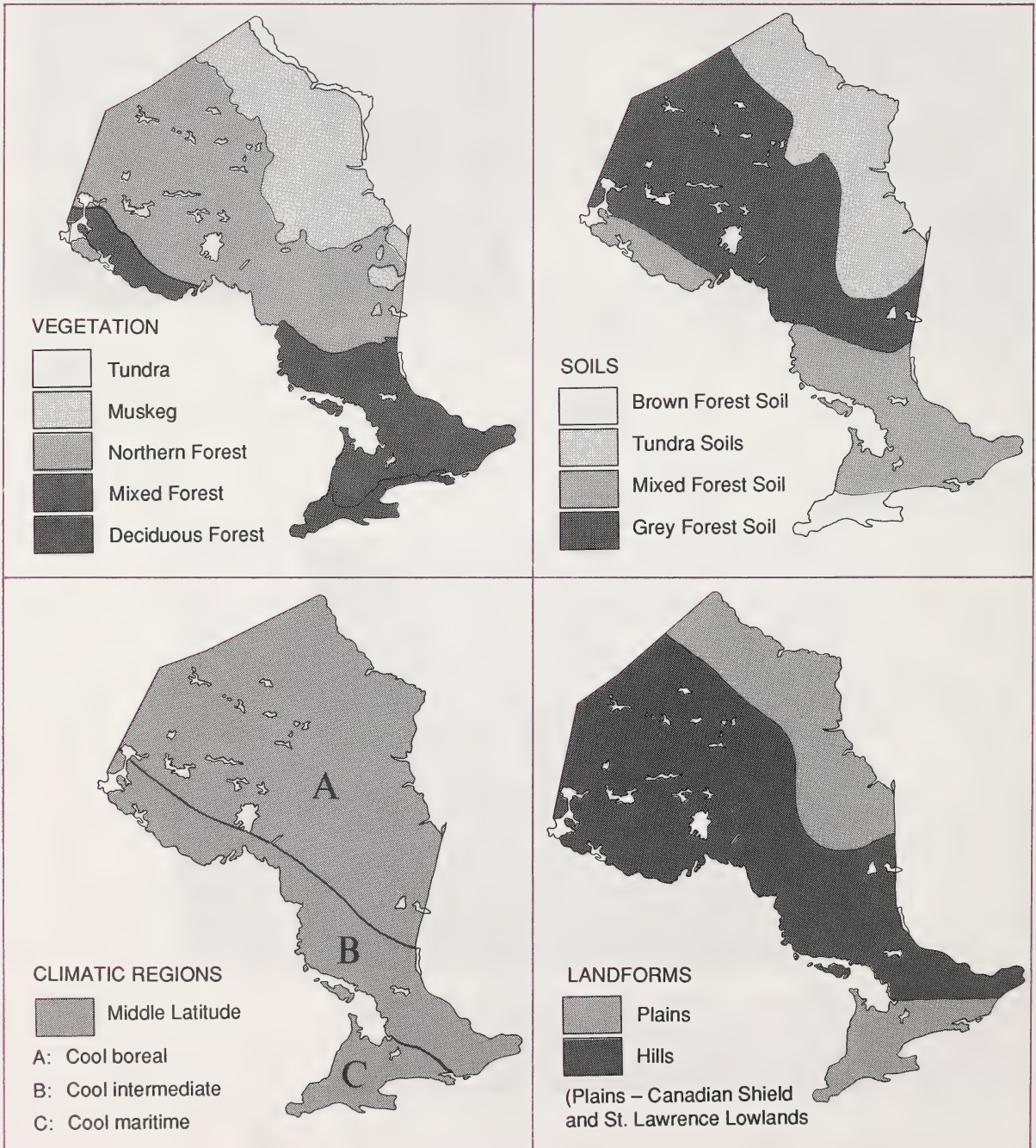
b. _____

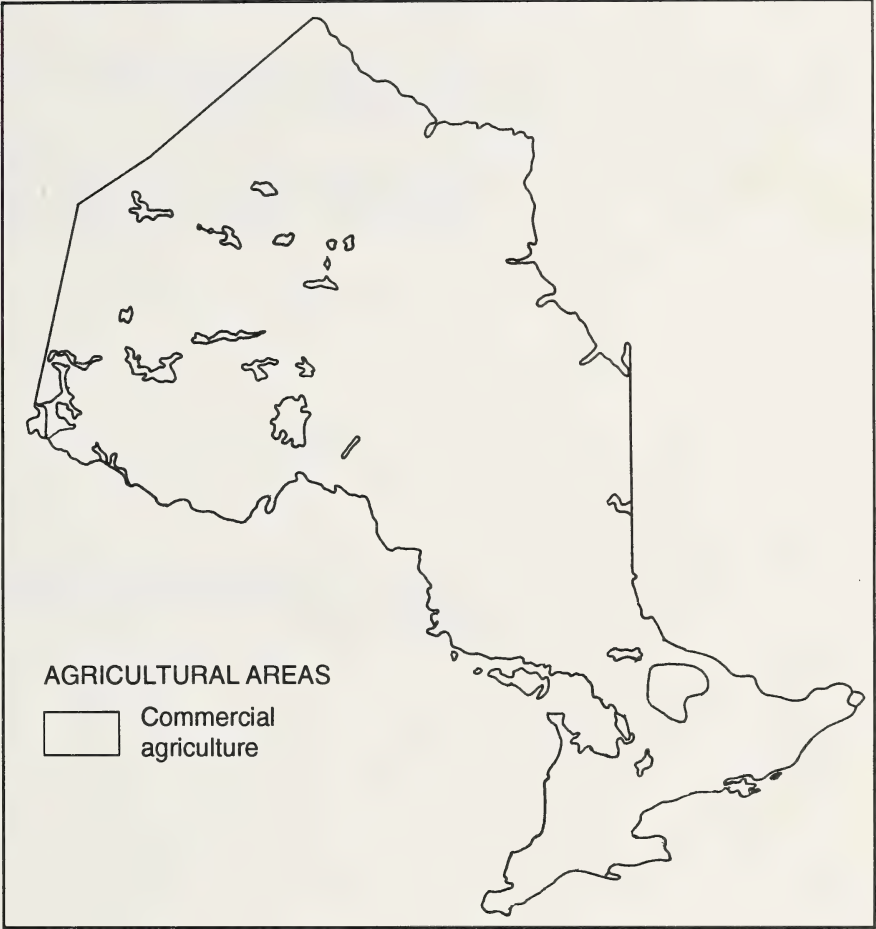


CIDA

c. _____

4. Examine the following four maps of the province of Ontario. On the fifth map, sketch in where you feel the areas of commercial agriculture will be located. Give reasons for your answer. Complete the key.





Check your answers by turning to the Appendix, Section 3: Extra Help.

Enrichment

This activity is designed to further challenge you if you understand the concepts of cooperation and interdependence.

1. Assume that your parents run a business. This could be a store, a farm, or anything similar. What would happen if one person in the family tried to do everything in the business and the rest refused to help?

2. Find a photo or picture that you feel adequately portrays each of the three categories of countries. Explain how each choice fits the characteristics of this type of country.

Check your answers by turning to the Appendix, Section 3: Enrichment.

Conclusion

In this section you learned that the various factors that relate to quality of life fit together to give you the complete picture. Ideally, you have an understanding of what quality of life really involves. In the final activity you looked at the issue of cooperation and interdependence and how this may be one solution to some of the world's problems.

Assignment
Booklet

ASSIGNMENT

There is no assignment for this section.

MODULE SUMMARY


Quality of life – by now that term should mean something to you. You may have taken for granted many of the things you use on a daily basis – a car, a warm coat in winter, or even clean drinking water. By now you should realize that for many of the world's peoples, these needs are unavailable. Ideally, this module has given you an awareness of the disparities that exist in this world. Although we assume that all individuals are equal, some are, as novelist George Orwell has stated, “more equal than others.” You will go on in later modules to examine ways of dealing with these disparities.

Assignment
Booklet

FINAL MODULE ASSIGNMENT

Turn to your Assignment Booklet. Do the assignment for this module.

Appendix

	Glossary
	Activities
	Extra Help
	Enrichment

Glossary

Arable

- the ability of land to be cultivated to grow crops

Barrios

- a largely Spanish-speaking area of a city; often crowded and poor

Bilharzia

- a serious tropical disease in which worms invade the blood vessels causing those affected to have little energy
It is carried by snails.

Capital

- money and machinery used to produce goods

Cartel

- a group of countries that join together to control the price of a product they all produce, usually by limiting supply

Child mortality

- death of a child before age five

Developed nations

- highly industrialized, wealthy countries

Developing nations

- countries well along the path to becoming industrialized

Disparity

- the condition of being unequal or different

Diversity

- differences

Economic

- relating to the production, distribution, and consumption of goods and services

European Community

- a group of European countries that have created an economic alliance to make trade cheaper and easier

Foreign aid

- aid or help in the form of goods, money, and loans given by wealthy countries to poorer ones

Gross National Product (GNP)

- the total dollar value of a country's goods and services

Growth rate

- the difference between the birthrate and the death rate

Illiteracy

- the condition of being unable to read or write

Infant mortality

- death of a baby before the age of one

Inflation

- the rising of prices

Less-developed nations	<ul style="list-style-type: none">• the world's poorest, least industrialized countries
Level of expectation	<ul style="list-style-type: none">• the degree to which people want something
Nutrient	<ul style="list-style-type: none">• part of soil essential for plants to grow
Per capita	<ul style="list-style-type: none">• per person
Primary activities	<ul style="list-style-type: none">• activities that take resources from the earth such as fishing, lumbering, or farming
Resource	<ul style="list-style-type: none">• anything that can be used to satisfy human wants
Scrub, or subsistence vegetation	<ul style="list-style-type: none">• poor, sparse vegetation
Secondary activities	<ul style="list-style-type: none">• activities that process raw materials; manufacturing
Subsistence economy	<ul style="list-style-type: none">• a type of economic activity in which people are barely able to meet their basic needs
Tertiary activities	<ul style="list-style-type: none">• activities that supply services rather than goods, e.g., teaching, waitressing, or medicine
Third World	<ul style="list-style-type: none">• the less-developed nations of the world
Topographical map	<ul style="list-style-type: none">• a map that shows the features of a place or region This type of map shows mountains, valleys, and so on.

Suggested Answers

Section 1: Activity 1

1. Your answer will be personal. Possible answers could include feeling frustrated or impatient, or that you were wasting your time.
2. a. Answers will vary. Your answer could include items such as tapes, stereo equipment, bubble gum, or a variety of toys.
- b. Answers will vary. You might feel that you were being cheated, or that you could not cope without these items.
3. a. This chart will vary according to your personal habits. Some possible examples may be these:

Food	\$2 for pop and chips, \$3 for hamburger (unless you live on your own)
Clothing	\$40 for new sweater
Shelter	\$0 (Include rent or mortgage payments if you have any.)
Transportation	\$5 bus fare (Do you have a car?)
Entertainment	\$15 for movie and snack
Miscellaneous	\$2 for sock hop; 50¢ for video game; 50¢ for gum

- b. This chart will vary. Here is an example:

	Your Spending (per week)	Ethiopia (per year)
Food	\$5	\$70
Clothing	\$40	\$10
Shelter	—	\$60
Transportation	\$5	—
Entertainment	\$15	—
Miscellaneous	\$3	—

- c. Your choices would not be the same because many of the things that the Ethiopian needs are already provided for you. If you live on your own, your answers, of course, will be very different.
4. Your answers may vary somewhat.

Item	Age of Person		
	Over 65	65 – 20	Under 20
Colour TV	want	need	need
VCR	want	want	want/ don't want
Refrigerator	need	need	need
Dishwasher	want/ don't want	want	need
Automatic washing machine	want	need	need
Clothes dryer	want	want/need	need
Stereo	want/ don't want	want	need
Car	need	need	need

Section 1: Activity 2

- Its purpose is to show the location of the three groups of countries in the world.
 - less-developed countries
 - developing countries
 - developed countries
 - developed countries
- Three groups of nations are the **developed** nations, the **developing** nations, and the **less-developed** nations.
 - You place a country in each of the classifications according to the quality of life found in that country.

3. a.

4. c.

5. c.

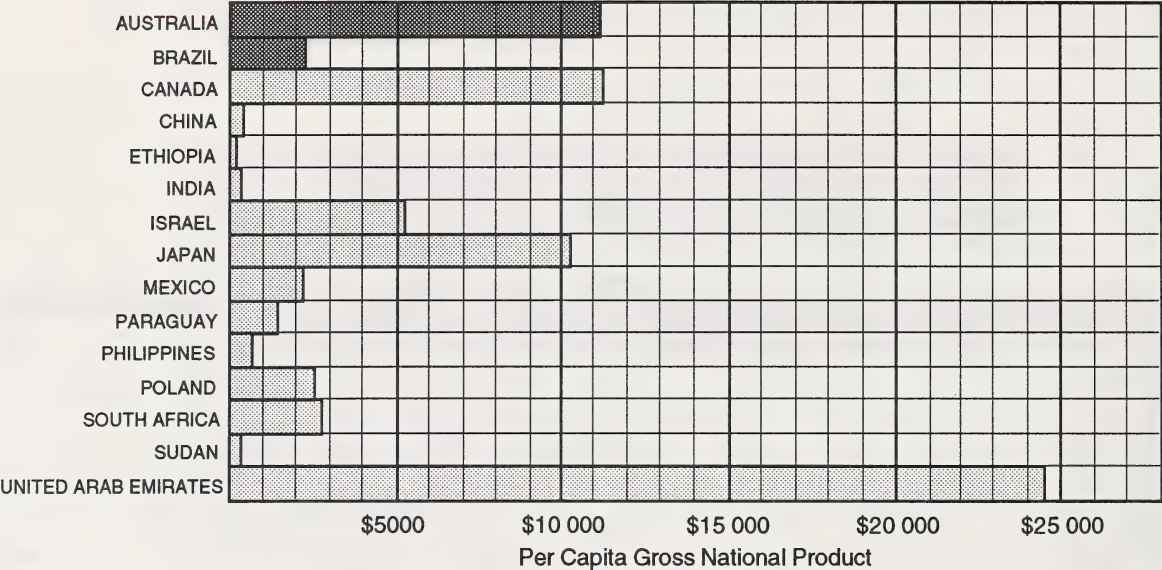
Section 1: Activity 3

1. a. See the following chart.

	1	2	3	4	5	6	7	8	9	10	11	12	13
Country	Area 1000 km ²	Population 1000	GNP per capita \$	Population Density	Life Expectancy	Birthrate per 1000	Death Rate per 1000	Rate of Natural Increase	Literacy Rate %	Urban Population %	Percentage of Labour Force		
											#1	#2	#3
AUSTRALIA	4	12	3	15	2	14	10	14	1	2	13	4	2
BRAZIL	3	3	9	12	12	7	6	7	9	6	10	8	5
CANADA	1	10	2	14	3	13	12	13	4	5	14	5	1
CHINA	2	1	13	6	6	11	9	11	10	14	4	9	13
ETHIOPIA	8	8	15	10	15	1	1	6	15	15	1	14	12
INDIA	5	2	14	2	14	8	3	9	4	12	3	12	11
ISRAEL	15	13	5	3	4	10	13	10	6	1	12	3	3
JAPAN	11	4	4	1	1	15	15	15	3	4	11	2	4
MEXICO	7	5	8	9	7	3	14	1	7	7	7	7	7
PARAGUAY	10	14	10	13	8	5	8	2	8	10	5	10	9
PHILIPPINES	13	6	11	4	10	6	7	5	5	11	6	11	8
POLAND	12	7	7	5	5	12	5	12	2	8	8	1	10
SOUTH AFRICA	9	9	6	11	11	4	4	4	12	9	9	6	7
SUDAN	6	11	12	8	13	2	2	3	14	13	2	13	14
UNITED ARAB EMIRATES	14	15	1	12	9	9	11	8	11	3	*	*	*

- b. • Canada: \$11 400
 • China: \$300
 • Ethiopia: \$140

c. **Per Capita Gross National Product**

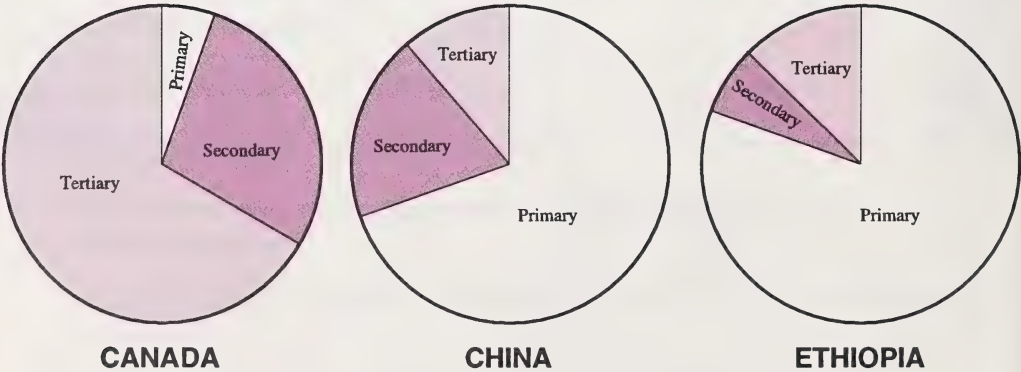


3. a.

Country	Primary		Secondary		Tertiary	
	Percent	Degrees	Percent	Degrees	Percent	Degrees
Canada	5%	18°	29%	104°	66%	238°
China	69%	248°	19%	69°*	12%	43°
Ethiopia	80%	288°	7%	25°	13%	47°

* Number has been rounded off to higher digit in order to equal 360°.

b.



- c. (1) Canada
 (2) China
 (3) Ethiopia

4.

Country	Developed	Developing	Less Developed
Australia	✓		
Brazil		✓	
Canada	✓		
China		✓	
Ethiopia			✓
India			✓
Israel	✓		
Japan	✓		
Mexico		✓	
Paraguay			✓
Philippines			✓
Poland		✓	
South Africa		✓	
Sudan			✓
United Arab Emirates			✓*

* United Arab Emirates, although classified as less developed, has many factors that place it in the developed category. This is because of vast oil reserves which increase its GNP but do not necessarily improve the individual citizen's quality of life.

Follow-up Activities

Extra Help

Answers will vary. Some examples could be the following:

- friend is on holiday – You would feel lonely.
- no use of your car – You would have to walk.
- no movies – Your life would be dull and boring.

Enrichment

1. The developed countries appear to be mainly in the northern parts of the world. The developing countries are mostly in South and Central America, and in the eastern portion of Europe. The majority of the less-developed countries appear to be in Africa and Asia.
2. Australia and New Zealand, although in the southern part of the world, are considered developed countries. China is one of the few Asian countries that is not in the less-developed category. Japan is an Asian country that is developed.
3. In the case of Australia and New Zealand, their historical roots in Britain may have had an impact. Also, the climatic conditions are more advantageous for large-scale agriculture.

In China's case, the government has put a high priority on improving the country's development. Japan accepted and encouraged industrial development.

Section 2: Activity 1


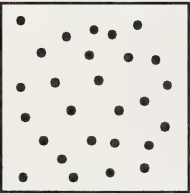


1. a. The number of landform regions in Alberta is **five**.
 b. The **Alberta Plains** (landform) covers most of Southern and Central Alberta.
 c. The number of climatic zones in Alberta is **three**.
 d. The **cool intermediate** (climate) and **cool steppe** (climate) cover most of Southern and Central Alberta.
 e. Name the three soils that are found in Southern and Central Alberta.
 - **brown**
 - **dark brown**
 - **black**
- f. The number of natural vegetation regions in Alberta is **five**.
 g. The **grassland** and **parkland** vegetation zones cover most of Southern and Central Alberta.

Areas of Intensive Agricultural Activity			
Landform	Climate	Soils	Natural Vegetation
Foothills	cool/boreal	grey/forest	Tundra or alpine
Alberta Plains	cool intermediate steppe	brown dark brown black	Grassland or parkland

3. a. The lowlands are represented by the lightest shading.
b. The highlands are represented by the medium shading.
4. They are found at the extreme northern and southern parts of the world.
5. The majority of the food is grown in the northern parts of the world.
6. Circle b. 50%
7. There are several. Three examples are
 - Canada
 - United States
 - Russia
8. There are several. Three examples are
 - Canada
 - United States
 - Russia
9. Circle a. temperate climate, mid-elevation, and grassland or forest vegetation
10. North America or Europe have the greatest potential for agricultural activity.

Section 2: Activity 2

1. a.

A	B	C	D
			
3	27	230	5000

You likely did not fill in all the boxes. You probably thought that the places with 230 and 5000 people per square kilometre were very crowded.

- b. Your answer will vary. Being a Canadian, especially living in Alberta, you are probably not used to what it would be like living with a high population density.

- c. (1) Area A: Canada
 (2) Area B: Ethiopia
 (3) Area C: Great Britain
 (4) Area D: Hong Kong
2. Your answer will vary. You should include such points as increased demand for food, more global pollution, demands for immigration, and the fact that global inequalities could cause conflicts.
3. a. Answers will vary. You should include things you like more about one area than the other.
- b. Answers will vary. Here are some ideas.

• **Story 1**

People in the Arctic might feel free but lonely. They would speak of the cold, the beauties of nature, the independence, and the absence of pollution. They might complain about the high cost of living and lack of jobs.

• **Story 2**

People in the temperate region might point to nearby shopping, modern conveniences, and cultural events. However, there are crowds, pollution, and less independence.

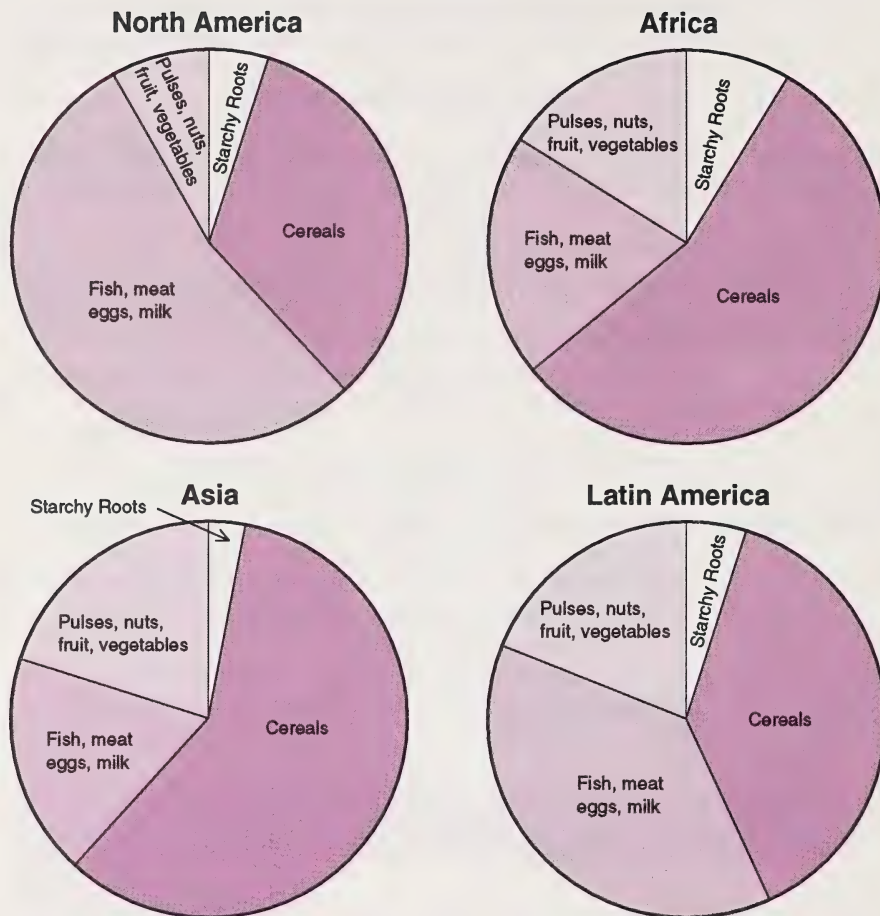
4. a.

	1950	1960	1970	1980	1990	Projected 2000
Developing Country						
• Birthrate	40	38	39	33	28	26
• Death Rate	26	25	17	13	11	8
Developed Country						
• Birthrate	22	20	18	16	18	16
• Death Rate	11	10	8	8	9	10

5. a. 20
- b. 8
6. The difference between birthrates and death rates has always been much greater in developing countries.

7. Disease is usually more serious in developing countries because of the lack of medical attention. This lack of attention often results in long-term complications.
8.
 - a. Type: those associated with poor sanitation
Examples: • typhoid
• polio
 - b. Type: those that come from ingesting bacteria
Examples: • measles
• chicken pox
 - c. Type: those spread by carriers
Examples: • bilharzia
• river blindness
9.
 - a. Japan and Sweden are tied with a life expectancy of 77 years.
 - b. Saudi Arabia
 - c. • Developed nation: Japan, Sweden, Canada, U.S.A., USSR (C.I.S.)
• Developing nation: Brazil, Saudi Arabia, India
• Less-developed nation: Sudan

10.



11. a. The areas of highest calorie and protein consumption are in the northern part of the world.

b.

	Calorie Consumption	Protein Intake
Canada	high	high
China	low	inadequate
Ethiopia	very low	inadequate

12. Circle c. 20%

13. a.
 - physical disabilities
 - brain damage
 - lowered resistance to diseases
14. There is a feeling among many societies that men and boys are more important. Also, men and older children, often boys, are in many cases the chief supporters of the family and they must have enough food in order to work.
15. Circle b. 75%
16. Africa

Section 2: Activity 3

1. a. Various countries such as
 - U.S.A.
 - Canada
 - Britain
 - France
 - Germany
 - Italy
 - Japan, etc.
 - b. Many countries could be listed such as
 - China
 - India
 - Pakistan
 - most of the countries of Africa
 - Brazil and other South American countries
 - c. It is approximately three-and-a-half to four times greater.
2. Your examples may vary.

Resource	Example
land	lakes, farmland, oil sands
labour	farmers, mechanics, welders
capital	tools used to build cars, money

3. Answers will vary. Did you give good reasons?
4. a. Your answers will vary. Possible answers are
 - Canada
 - United States
 - Australia
- b. Your answers will vary. Possible answers are
 - Switzerland
 - Germany
 - Italy
- c. Your answers will vary. Possible answers are
 - India
 - Pakistan
 - Sudan
- d. There is a definite pattern where the majority of the countries in the North have a low per capita GNP generated from primary activity and a high GNP generated from tertiary activity.
5. a. Japan lacks natural resources or land.
- b. Japan has compensated by having an abundant supply of well-qualified labour and by having access to capital.
6. a. Argentina is rich in land, labour, and energy.
- b. Argentina's major problem is foreign debt.
7. a. The developing world has **75** percent of the world's people but only **17** percent of the world's GNP.
- b. The developed world, with **25** percent of the world's people, consumes **83** percent of the world's GNP.
8. a. Education is very important if a country is to have an adequate supply of well-trained labour. Educated labour is required for secondary and tertiary activity.
- b. The majority of the people are employed in primary activities that do not help a country to develop.

9.
 - a. Yes, the nations can use each other's strengths; and by trading with each other, they strengthen each other.
 - b.
 - exchanging goods
 - reducing tariffs
10.
 - a. Answers could include the following:
 - Algeria
 - Venezuela
 - Libya
 - Indonesia
 - b. the Middle East
 - c.
 - shortage of supply
 - higher prices
 - d. 45 percent
11. Here are examples:
 - **For:** The agreement will provide for larger markets and, therefore, more jobs.
 - **Against:** Companies, unable to compete, will be forced to close and jobs will be lost.
12.
 - a. The World Bank either refuses to lend money to these countries or, when it does, the interest payments cripple the countries' economies.
 - b.
 - Make it easier for these countries to sell their products for a fair price.
 - Force large companies to share some of their profits with the individuals who actually produce the goods.
13.
 - a.
 - withholding of a raw material to receive a better price
 - terrorism or other form of violent protest
 - b.
 - Banks could write off or forgive a portion of their loans.
 - Countries could trade loans for pollution reductions.
 - Developed nations can set aside a certain portion of their GNP as aid.
14.
 - a. Two such areas are the reduction of expenditures on liquor and cosmetics and using a portion of this for foreign aid.
 - b. Answers will vary. Possible responses may be
 - Yes, people would like to help poorer nations.
 - Yes, these items are unnecessary and people could live without them.
 - No, people should be able to spend their money any way they want.

Section 2: Activity 4

1.
 - a. Africa was divided up by the colonial powers with no regard for the needs or wants of the natives.
 - b. Often similar ethnic groups were separated and rival groups were put together.
2.
 - a. The developed North uses the resources of the South similar to the way that colonial powers used their colonies.
 - b. Attaining independence through peaceful means and war are the two methods.
 - c. By the year **1968** most of the African nations had received their independence.
3.
 - a. Industrialized countries use the resources of the underdeveloped nations with no regard for their needs. Very little of the wealth stays in the country.
 - b. The companies let few benefits remain in the country of origin.
 - c. They have taken over ownership or greater control of companies.
4.
 - a. Chile has a low standard of living.
 - b. By imposing very extreme measures and limiting freedoms, the problem was solved.
5.
 - rapidly growing deficit
 - high degree of economic inequity
6.
 - a. The roots of aid programs come from the colonial period.
 - b.
 - a desire to win political converts
 - a desire to increase business for local companies
 - a desire to relieve guilt over past activities
 - humanitarian reasons – to help others
7.
 - a.
 - Aid is a waste of money and teaches the receivers to depend on it.
 - Aid is necessary to solve the Third World problems.
 - b. Aid should be free of political ties and should really meet the needs of the recipients.

Follow-up Activities

Extra Help

1. a. GNP or Gross National Product is the total dollar value of a country's goods and services.

b. The problem with using GNP as a measure of quality of life is that actual income does not tell the entire story. For example, a person may have a very high income, but because of the stress of the occupation, have a low quality of life. That person may not be happy. On the other hand, someone living in a Third World country with a low GNP may have a very good quality of life. That person's basic needs may be met and he or she may be quite happy with things as they are. Such a person may not be well-off, but may live with very little stress.
2. Your puzzle pieces should describe some aspect of each of the four factors that you have studied in this section: geographical, societal, economic, and political factors. They should do this in such a way that you can understand something about how each factor affects quality of life.

Enrichment

1. Answers will vary according to your viewpoint. Think about why you chose the order that you did and what arguments you used to support your point of view. If, for example, you chose life expectancy, you should discuss why you feel that living a long life is important to you.
2. In your answer you will be looking at the four factors mentioned above and then comparing the three countries in each of these categories. Then, as you did in Question 1., you will have to decide, based on your own viewpoint, which of the factors is more important than the others. By means of this comparison, you should be able to decide which of the three has the best quality of life.
3. There are two viewpoints regarding aid. The first is that aid is essential to solve the problems of the Third World and that without aid, these nations will continue to suffer. The other viewpoint is that aid does not help these countries and, in fact, teaches them to be dependent upon the aid. You will have to decide which viewpoint you support, and back up your opinion.

Section 3: Activity 1

1. a. The plains regions are found mainly in four areas: western Canada and the U.S., northern Europe, Australia, and western South America.

b. The middle latitude climatic region is the major area that corresponds with the plains region. Some of the plains region has a subtropical climate.

2. a. The soils are brown forest or grassland.
- b. The soils of the middle latitude and plains regions are of the **forest or grassland** variety.
3. The areas of commercial agriculture tend to have
 - grassland vegetation
 - forest or grassland soils
 - middle latitude climate
 - plains type of landform
4. The pattern that you should see emerging is that the areas of commercial agricultural activity tend to be the same areas that have a low percentage of their GNP generated by primary activities and a high percentage generated by tertiary activities.
5. a. The pattern that emerges is that the countries which have a high percentage of GNP generated by primary activities tend to be in the group referred to as less- (or lesser-) developed countries. Those nations with a high degree of secondary activity tend to be developing countries. Those with a high percentage of tertiary activity tend to be developed countries.
- b.
 - less-developed countries: **primary**
 - developing countries: **secondary**
 - developed countries: **tertiary**
6. a. The areas with high protein intake also tend to be the areas with high per capita calorie intake.
- b. They cover, for the most part, the same areas. They tend to be in the North.
- c. The pattern which emerges is that the developed countries tend to have high calorie intake and protein intake. Developing countries tend to have adequate or inadequate intake of protein and calories, while lesser-developed countries tend to have inadequate intakes of both protein and calories.
7. The areas of highest development also appear to have the highest levels of literacy. There are several reasons for this. The countries with a high level of development have more money left over for education after the basic needs are satisfied. Many countries cannot even provide for the necessities, let alone for extras.
8. a. You will see that the areas of high literacy, good nutrition (high calorie and protein intake), and large amounts of commercial agricultural activity are the same areas that include the developed countries. As a result, it seems that these factors work together to provide a higher quality of life.

- b. Those areas with grassland vegetation, forest or grassland soils, middle latitude climate, and plains type of landform are seemingly able to support a much higher quality of life than most of the rest of the world. These areas tend to produce ideal conditions for a high quality of life.

Section 3: Activity 2

1. Only **one** of a. or b. has to be completed.
 - a. Be sure to include a variety of photographs that show a diversity of aspects of each of the types of countries.
 - b. This scrapbook should look at a variety of aspects of life such as health care, literacy, food production and consumption, housing, and transportation. These are just a few examples; you are free to use your imagination to find others.
2.
 - a. The general conclusion that can be made about Kenya is that it is a less-developed country.
 - b. Most of the pictures show a consistent picture of Kenya. One inconsistency might be the high-rise apartment building. This is characteristic of a developed country.
3.
 - a.
 - high-rise apartment building
 - the type of clothes worn in picture
 - bus in the picture
 - b. Answers will vary according to whether or not your response was *yes* or *no*.
4. You could have picked any of the photos with the exception of the education photo or the one on housing. All of the remainder of the photos show aspects very common to less- developed nations. There is very little evidence of any move towards development in any of the photos.
5.
 - a. Your definition should talk about a country that is, for the most part, industrialized. The country should have a high standard of living, good health care, high literacy rate, and good and plentiful food to eat.
 - b. Canada does qualify as a developed country. It appears that the country has a high standard of living, abundant food, a high rate of literacy, and heavy industrialization or mechanization.
 - c. You are not likely to find any.

Section 3: Activity 3

Part A

1. A century ago there was one South American city of over one million. Now three have over 10 000 000 each and twenty or more are over 1 000 000. The continental population has doubled in 30 years.
2. The situation is poor. There are 35 000 new arrivals annually; they should have 7 000 new houses each year but there is a shortage of 1 million houses.
3. The landless peasants are leaving because of lack of work, eroded land, and low produce prices.
4. The conditions are dismal with lack of sewers, lack of running water, no electricity or other services, and crowded shacks for dwellings.
5. It is doing very little. A few public housing projects have been started but most poor people wouldn't qualify because they lack permanent jobs. Most are often unemployed.
6. These are
 - help low income people get land
 - develop the means to provide the basic building materials
 - create the means for the poor to have access to credit

Part B

1. Do you feel that your preparations for this event would be enough to make it a success? If not, what do you think you are missing? Have you thought about all the costs and where the money will come from? What about invitations? Have all the people needed to prepare the food been arranged for? In other words, are all the little details in place to make your activity a success?
2. a. If you tried to do everything yourself, you probably found out that such a task is almost impossible. It is very hard for one person to think about all the aspects of any event. You would likely feel frustrated trying to organize such an event by yourself.
- b. Answers will be personal.
- c. Working together has the advantage of giving each person a small part of the total job to do. No one has to worry about the entire event. Those who are good at one aspect of the task can do that while others can do what they are good at. This way everyone can do something without feeling overworked.

d. Some advantages of working together to plan an event are these:

- The work can be shared.
- People with different abilities can do what they are best at.
- People don't tend to get frustrated by overwork.

Some disadvantages of working together to plan an event are these:

- Sometimes there are communication problems.
- Sometimes some of the work does not get done.
- People can sometimes be difficult to work with.

e. Some advantages of working on your own are these:

- You know the progress of all planning.
- Few communication worries or problems exist.
- You can set a challenge for yourself and reach a personal goal.

Some disadvantages of working on your own are these:

- The workload can be very heavy.
- You may get frustrated by overwork.
- You may not have enough time to complete the job.

3. a. Answers will vary.

b. Answers will vary.

4. a. Answers will vary. Some examples are the expectations that you keep your room clean, feed the animals, or look after younger brothers and sisters.

b. In all likelihood the expectations are different. If you are the oldest, your parents may expect you to show responsibility and leadership towards younger children. The type of activities that you do as part of the family will differ. If you are the youngest, less may be expected of you, and you may have fewer jobs and responsibilities.

5. a. You will likely answer yes.

b. The role that you have will vary as mentioned above.

c. You would likely answer that your family could not function as well without you. You play a role in your family that would be difficult for anyone else to perform. Although none of us are indispensable, our roles are very important.

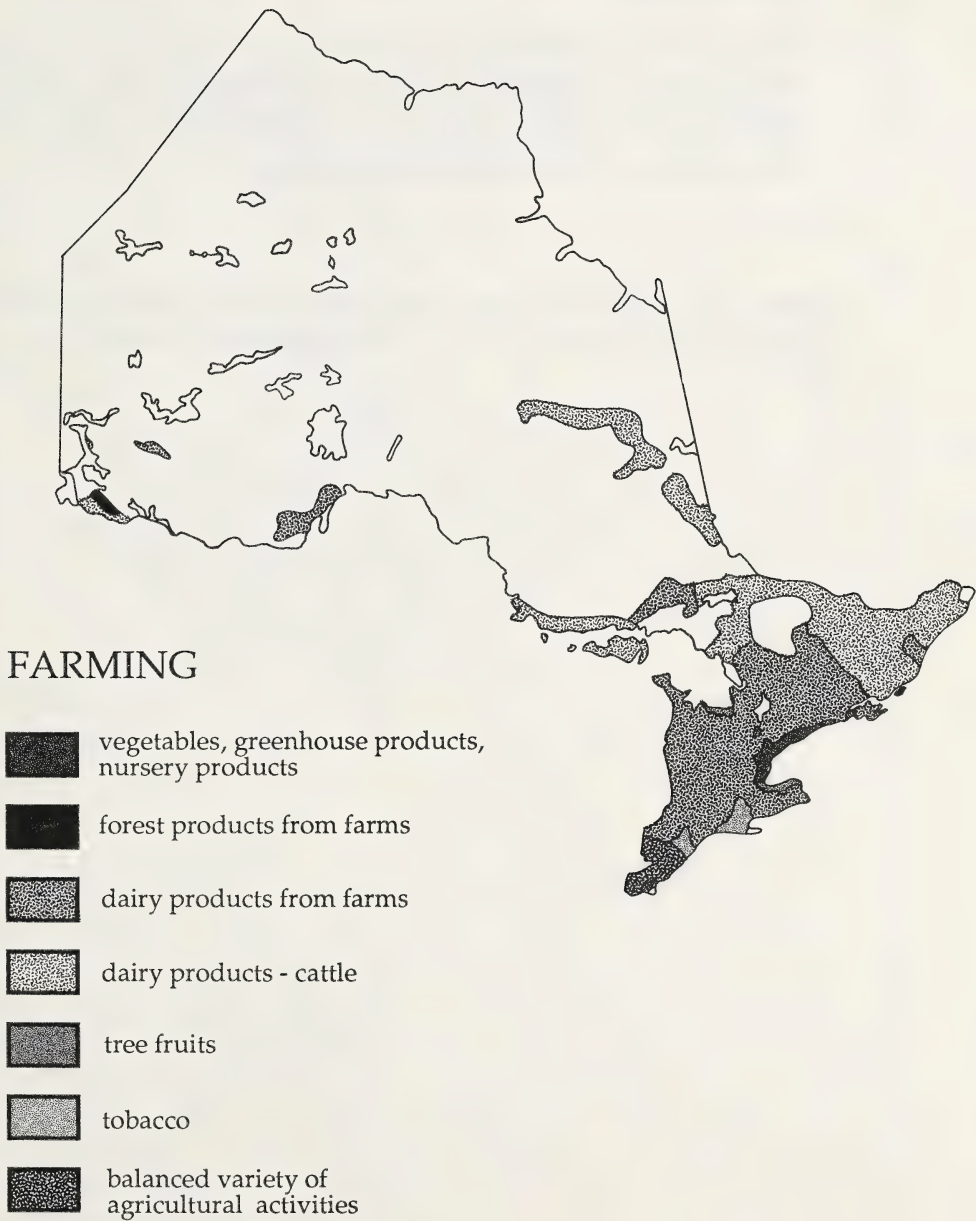
Follow-up Activities

Extra Help

1. **interdependence:** the mutual reliance on each other in order to achieve a common purpose
cooperation: the working together with others to achieve a common purpose
2. Your example should show how cooperation or interdependence are important in making your world a better place to live. One example could be two nations working together to get rid of a pollution problem. Another example could be the twinning of two cities in Canada for exchange visits.
3.
 - a. developing country
Your explanation should include some reference to the fact that there is some form of mechanization, but that the machinery being used is quite out of date.
 - b. developed country
Your explanation should include some reference to the fact that the machinery being used is very advanced.
 - c. less-developed country
Your explanation should include some reference to the manual ways of doing things as well as the lack of modern conveniences.
4. See the given map. Your answer should be based on the following factors:
 - forest or grassland soils
 - middle latitude climate
 - plains type of landform

You can see from the map that Southern Ontario can support a wide variety of agricultural activities.

Agriculture Areas in Ontario



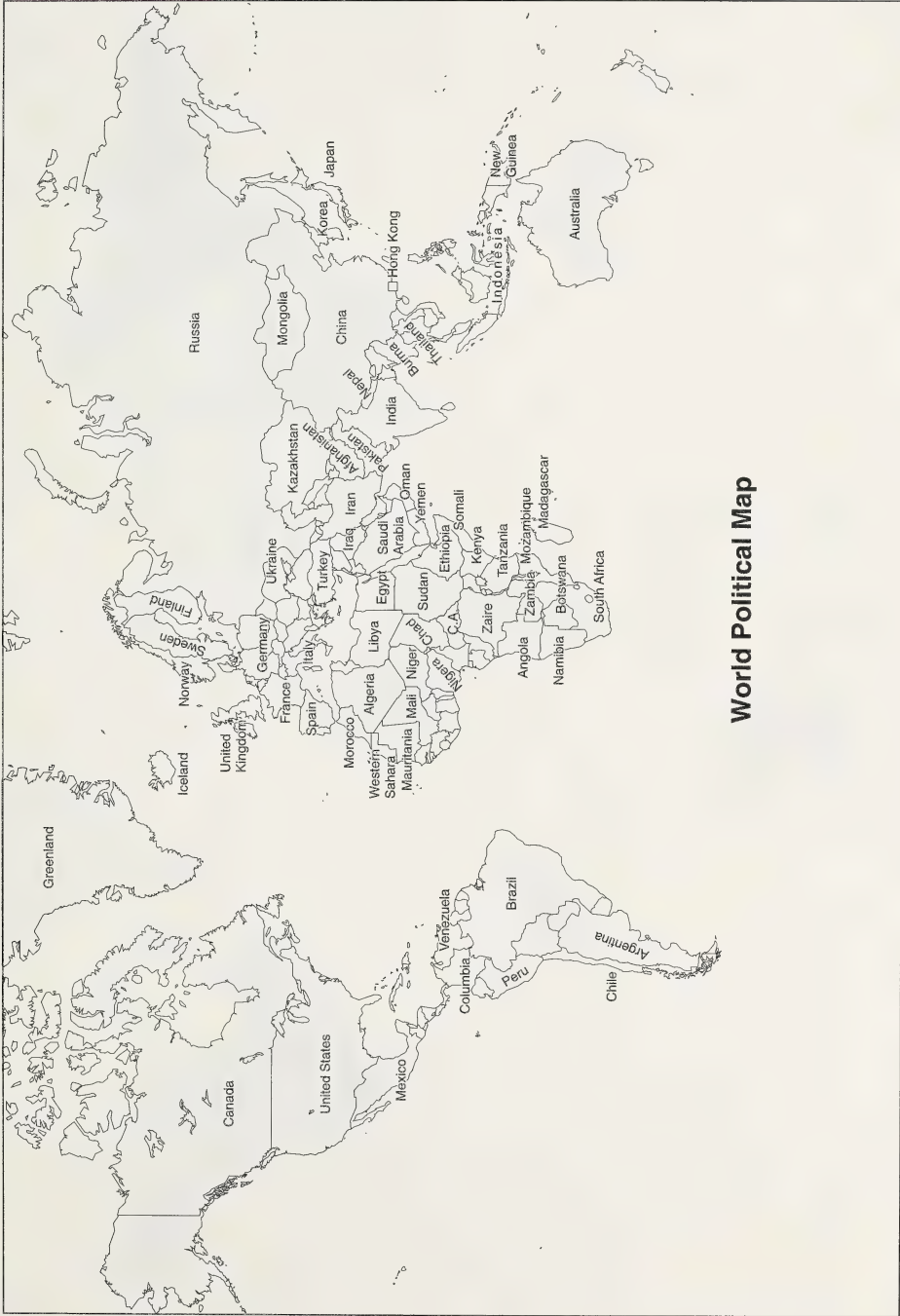
Enrichment

1. The person would become very overworked and tired. That person would likely become frustrated with the rest of the family. In all likelihood the business would not be a success because one person would not be able to look after everything at once, and important jobs would not get done.
2. Your photos should show the type of country you are trying to portray. For example, pictures of a less-developed country should show few technological devices. Your pictures will show people doing things by hand. Pictures of a developing country should show a country in a state of change, with pictures of manual labour as well as machines. Pictures of a developed country should show modernization and industrialization.

Maps

Following are a world political map as well as fifteen world maps, each sharing different features of human and natural geography. Use these maps as you were instructed in your notes in Sections 1, 2, and 3.

The Countries of the World



World Political Map

World Map 1: Landforms

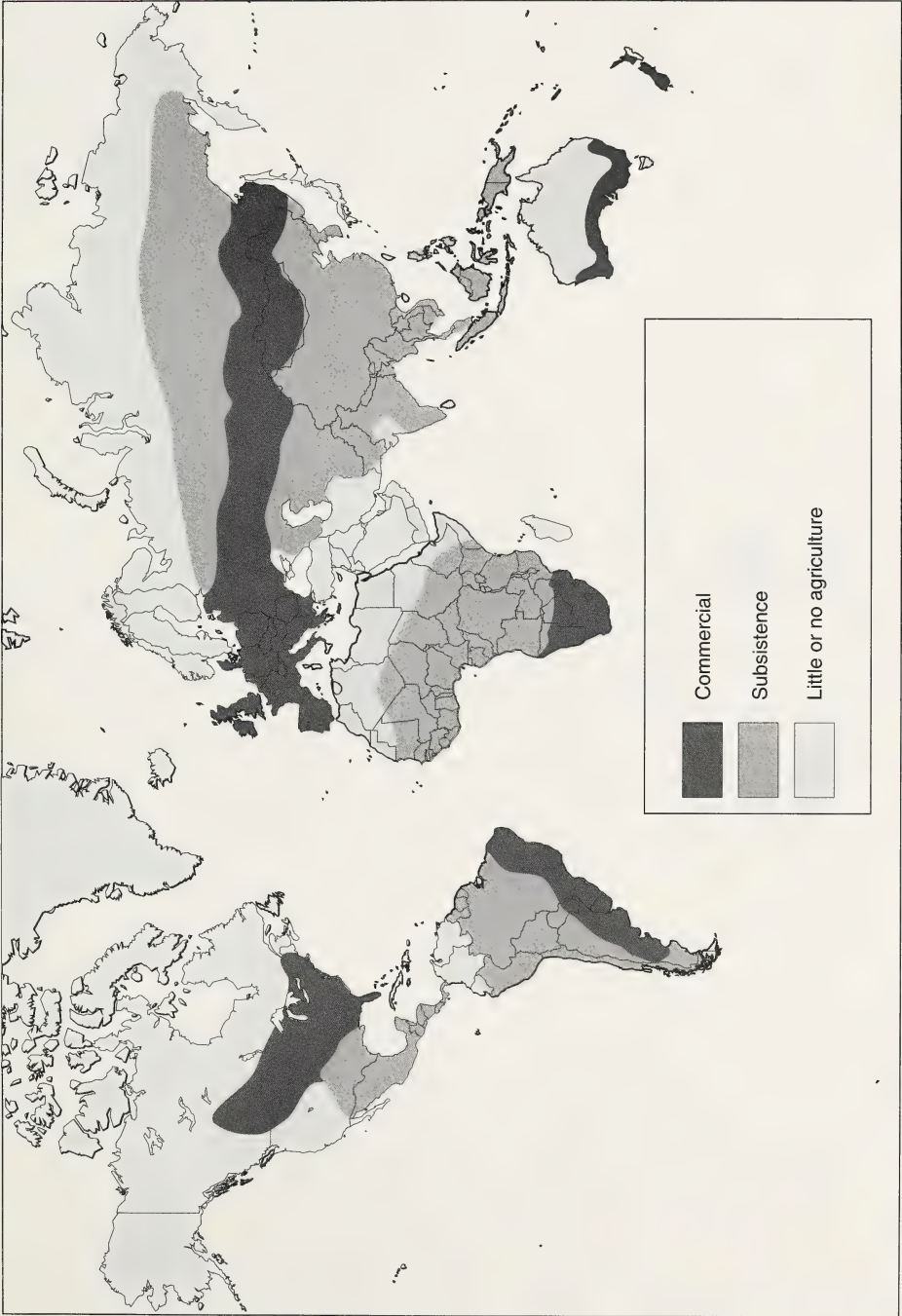
World Map 2: The World's Climate



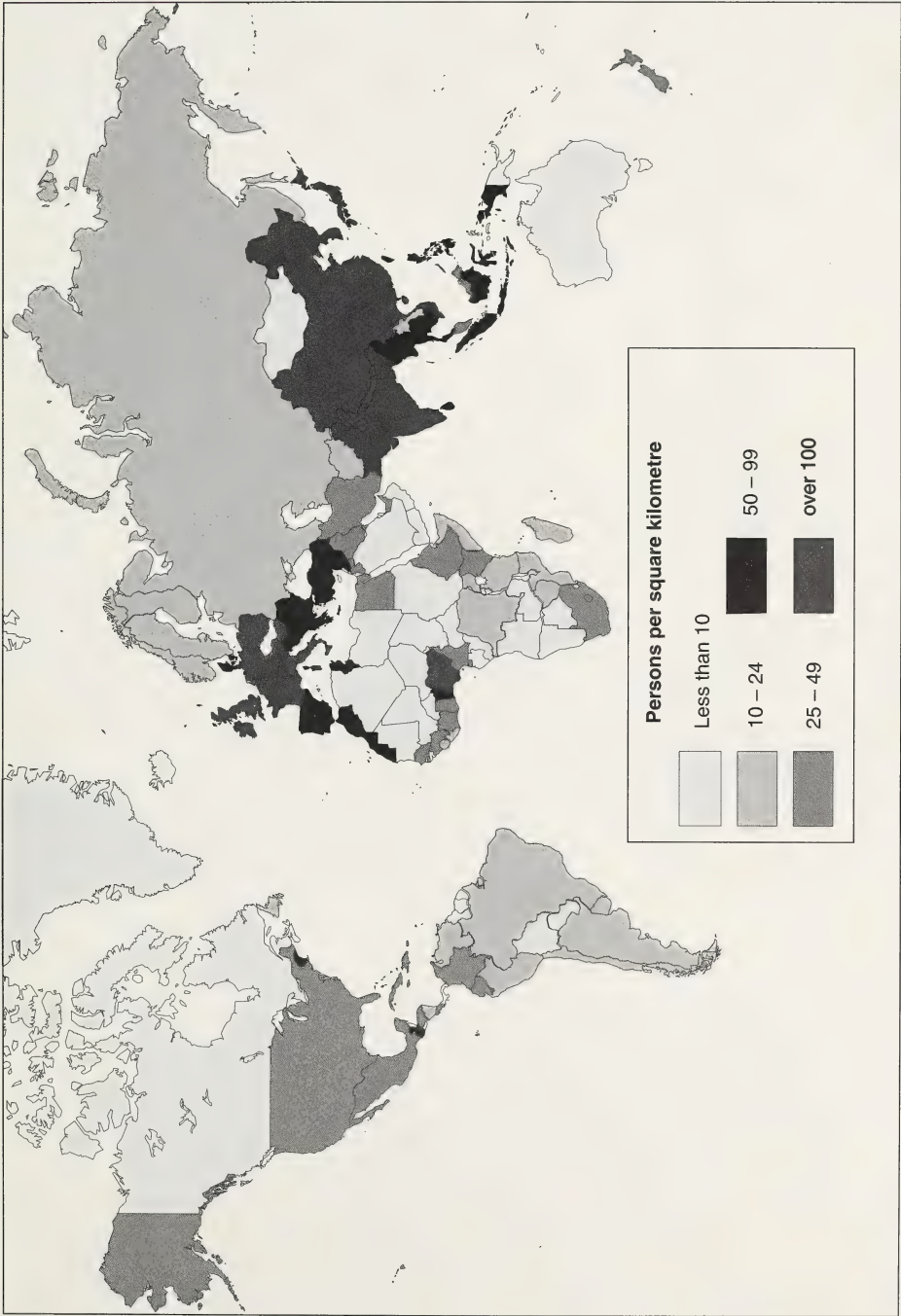
World Map 3: Soils



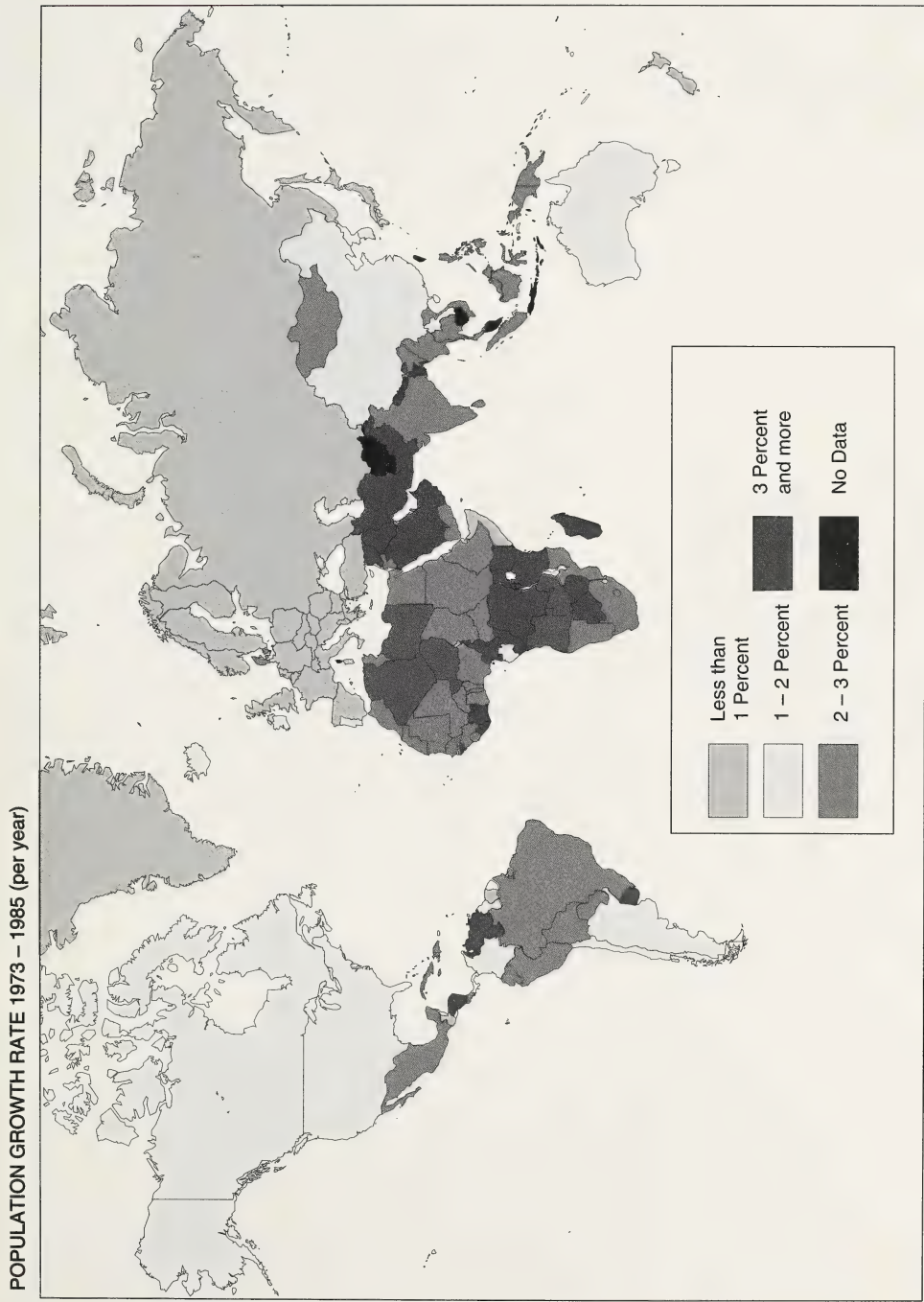
World Map 4: Farming



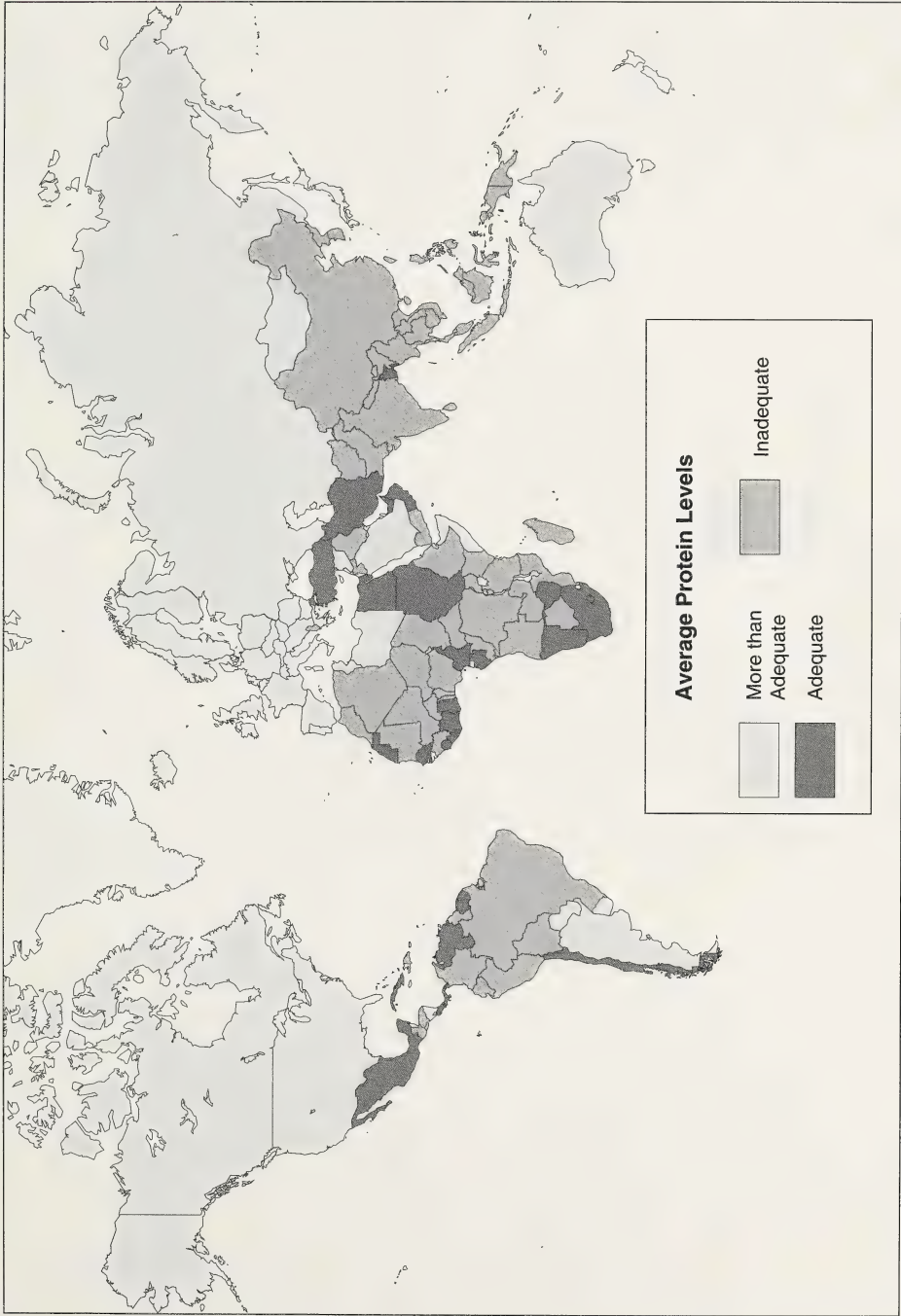
World Map 5: Population Distribution



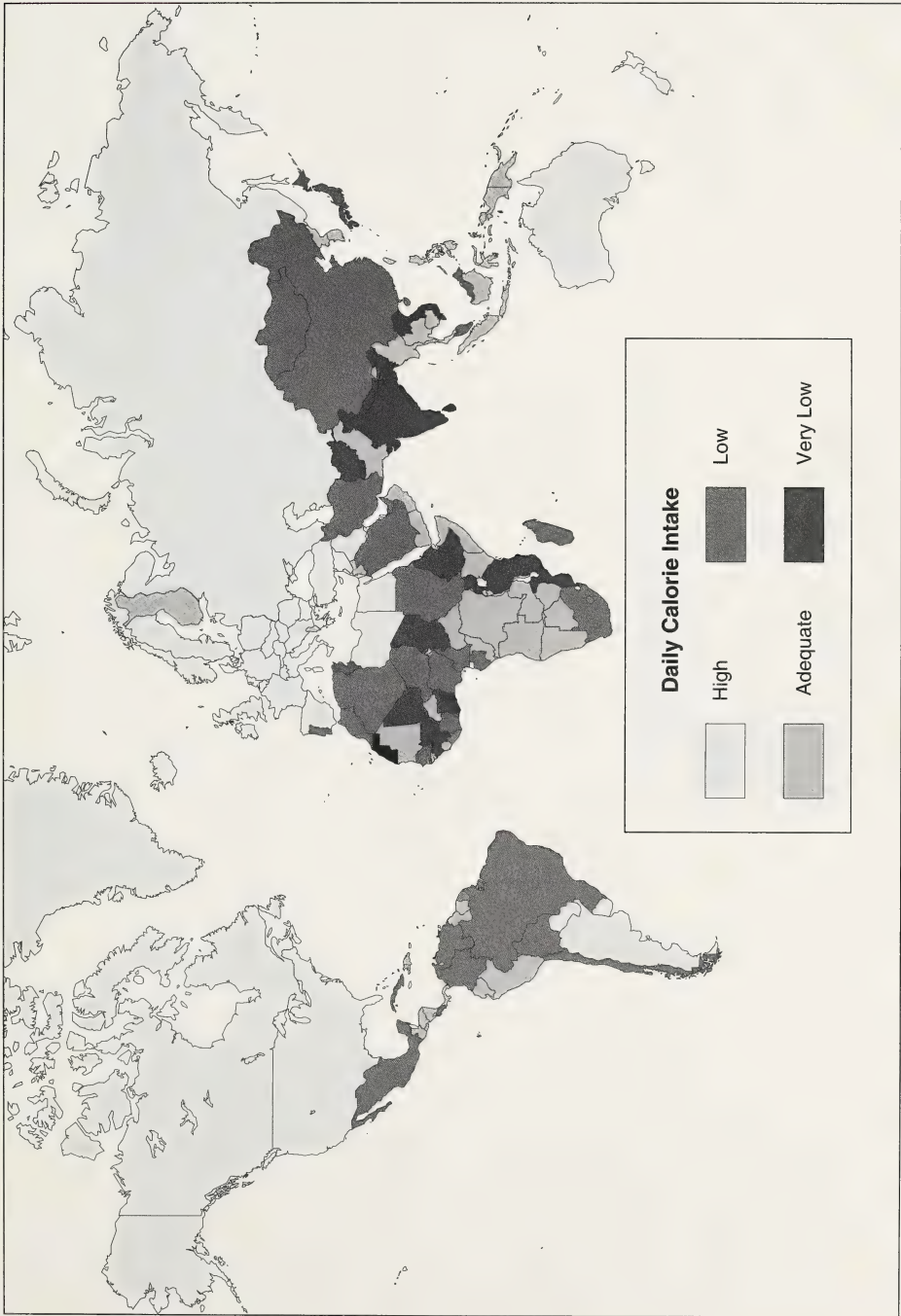
World Map 6: Population Growth



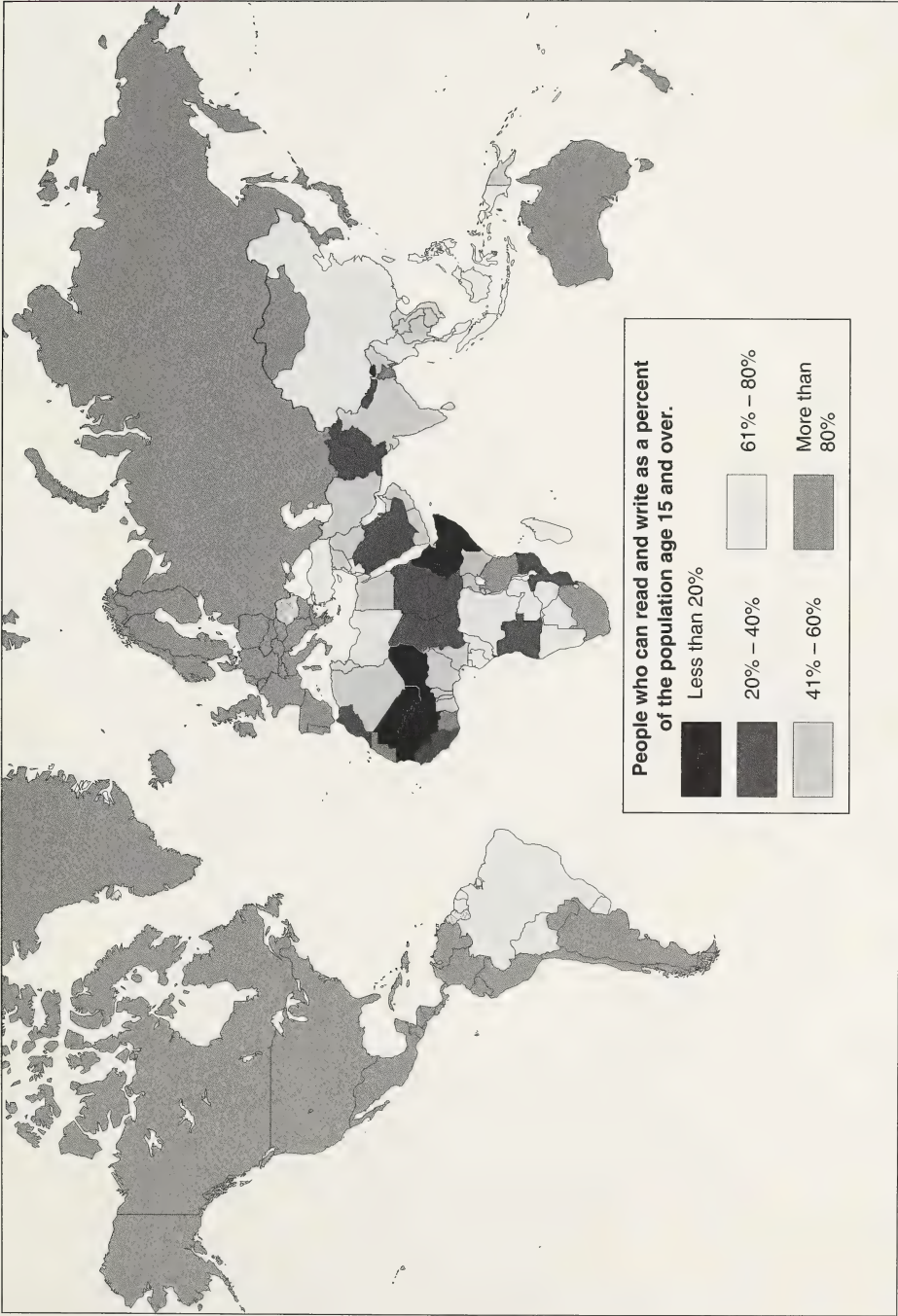
World Map 7: Average Daily Protein Intake



World Map 8: Average Daily Calorie Consumption



World Map 9: World Literacy

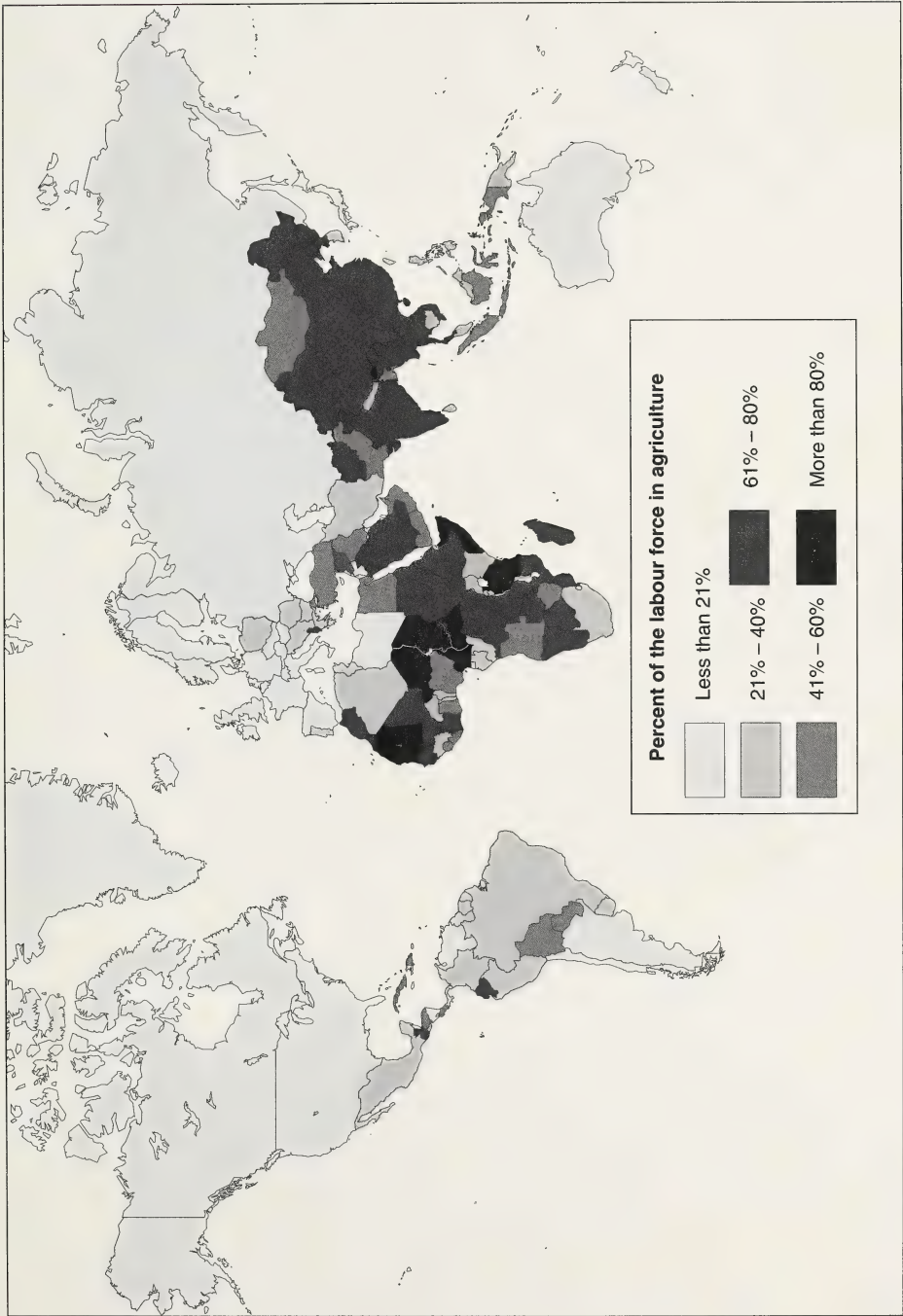


World Map 10: The North-South Split





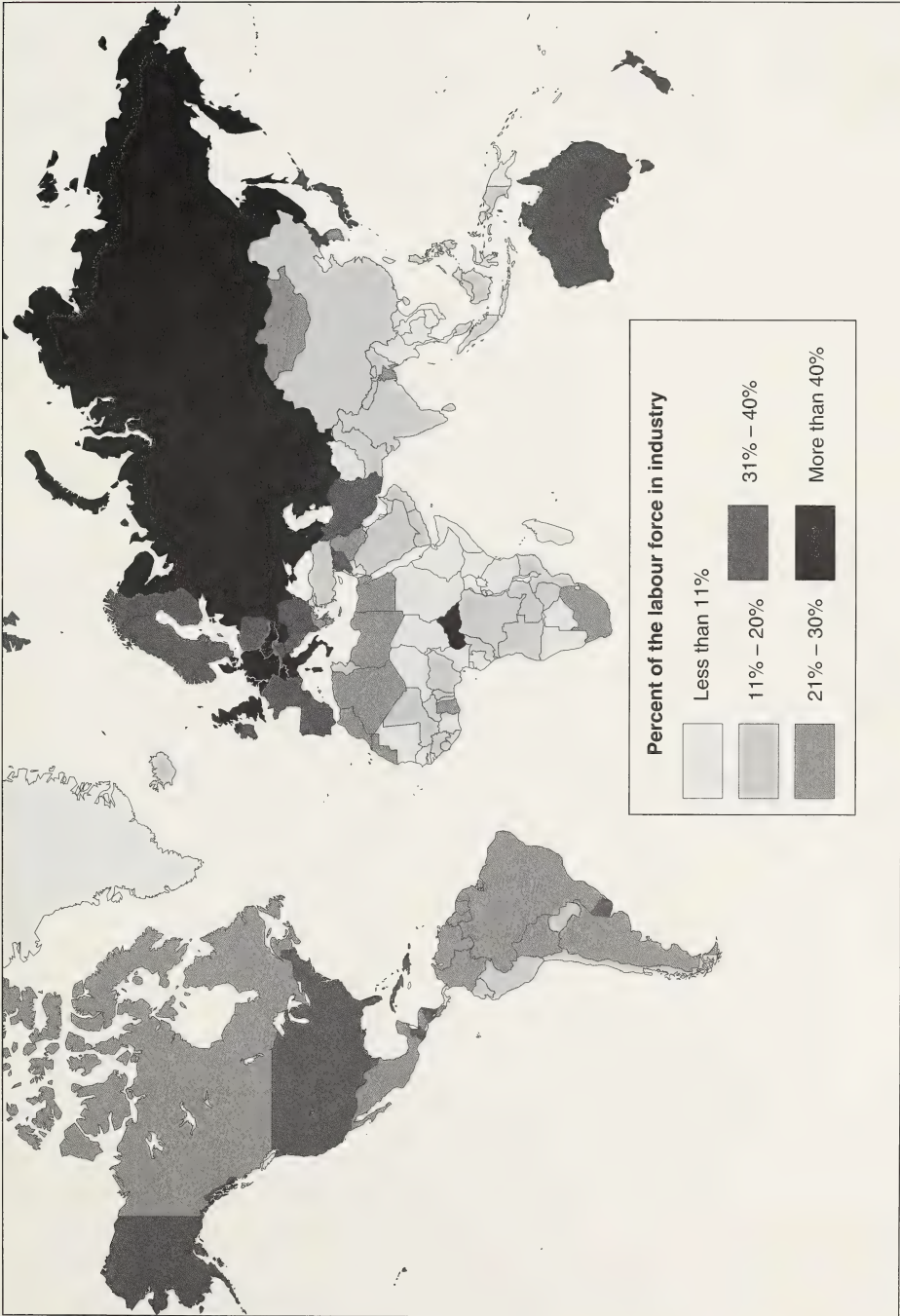
World Map 11: Primary Activities (Agriculture)



Appendix 5.1 – Social Studies 23

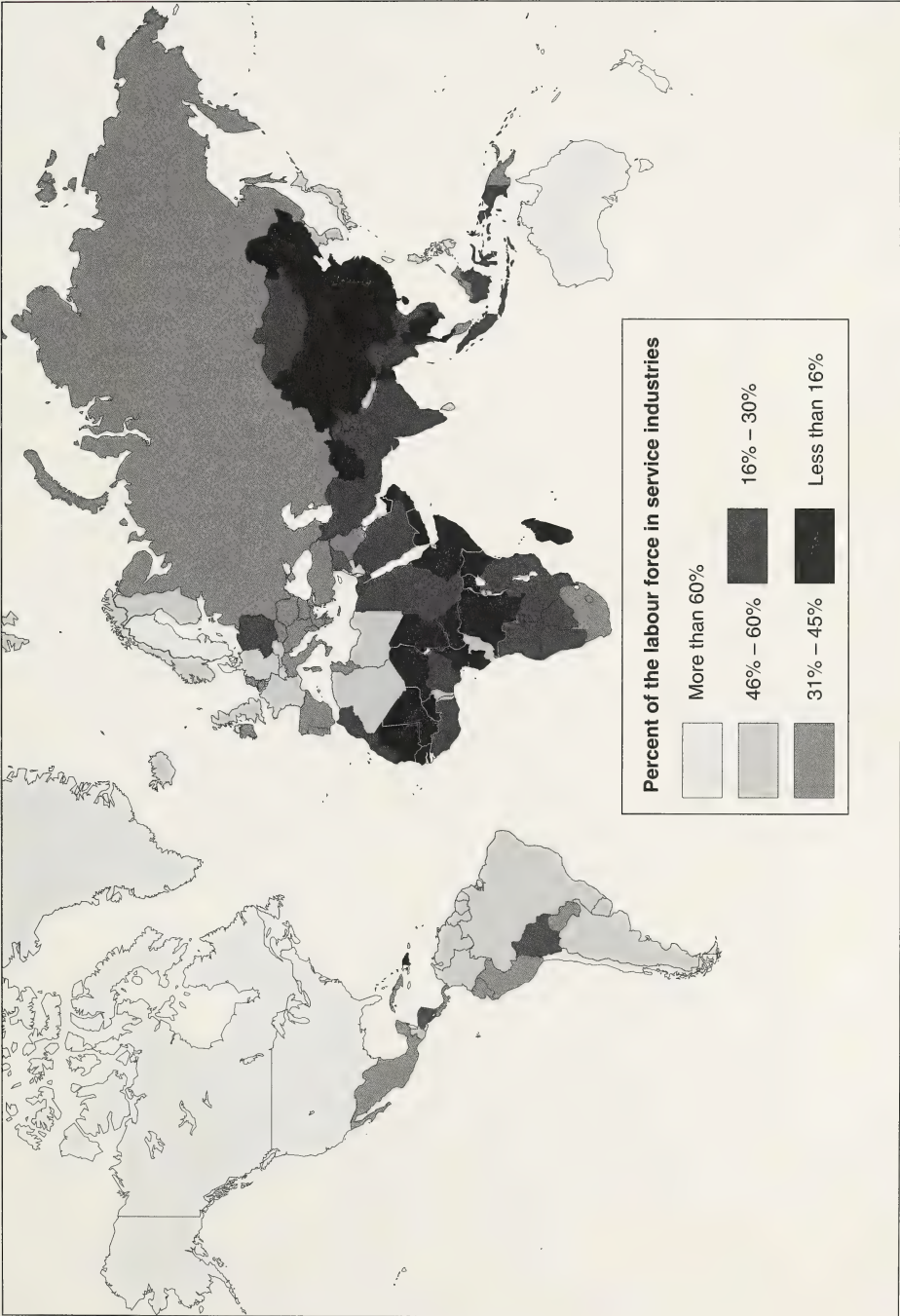


World Map 12: Secondary Activities (Manufacturing)





World Map 13: Tertiary Activities (Service Industries)

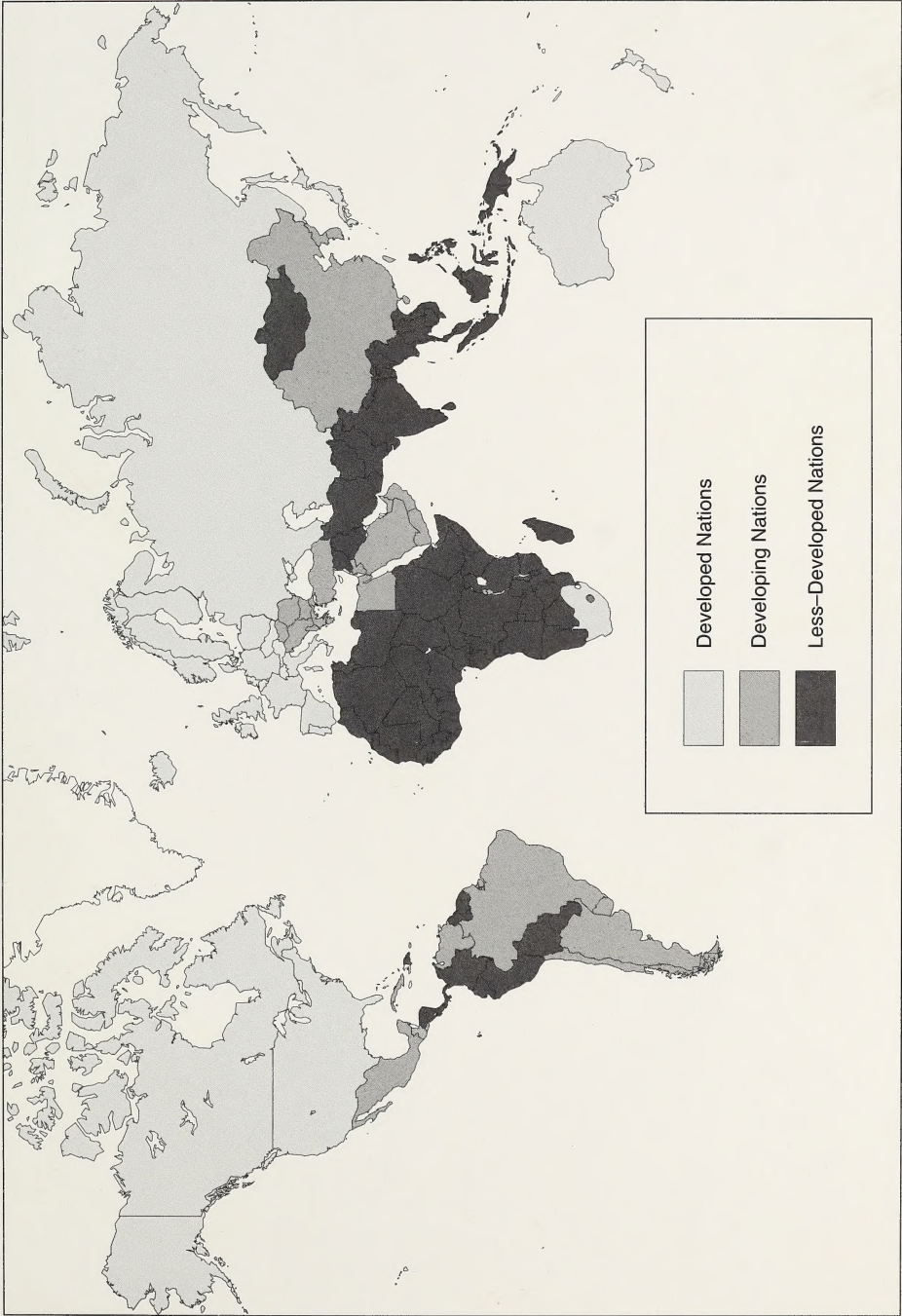




World Map 14: OPEC



World Map 15: The Three Worlds





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